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ABSTRACT

The role of women in teachers' organizations in South and South-East Asia was the subject of a workshop having two principal objectives: (1) a consideration of measures that can be taken by teachers' organizations to eliminate all forms of discrimination against women and to secure for them human rights on the basis of equality with men; and (2) to foster the participation of women in teacher organizations at the leadership level. This document is divided into five chapters: (1) Opening Ceremony; (2) Some Reflections on the Issue of Equal Rights for Women; (3) The United Nations Convention on the Elimination of all Forms of Discrimination against Women; (4) Recommendations of the Workshop; and (5) Mini Leadership Training Course. A guide to the study of the Convention on the Elimination of All Forms of Discrimination against Women is appended, as is a list of workshop participants. (DB)

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ROLE OF WOMEN

IN

TEACHERS' ORGANIZATIONS

IN SOUTH AND SOUTH-EAST ASIA

17 to 25 NOVEMBER 1[illegible]

BANGKOK

THAILAND

PUBLISHED BY

WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION

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TABLE OF CONTENTS

Introduction

Chapter I - Opening Ceremony

A. Address of Welcome 1

B. Opening Address 2

C. Keynote Speech 4

Chapter II - Some Reflections on the Issue of Equal Rights for Women 10

Chapter III - The United Nations Convention on the Elimination of all Forms of Discrimination against Women

A. Conditions in South and South-East Asia 17

B. Obstacles to Implementation of the Convention 22

Chapter IV - Recommendation of the Workshop 25

Chapter V - Mini Leadership Training Course . . . 29

Annex I - Guide to the Study of the Convention on the Elimination of all Forms of Discrimination against Women i

Annex II - List of Participants xiii

INTRODUCTION

This Workshop on "The Role of Women in Teachers' Organizations" springs directly from the attention that successive WCOTP World Assemblies have paid to enhancing the status of Women in Education. The project itself was largely financed by Unesco and the Canadian Teachers' Federation.

The programme of the Workshop consists basically of two sections : one devoted to a consideration of measures which can be taken by teachers' organizations to eliminate all forms of discrimination against women and to secure for them all human rights on the basis of equality with men : the second part of the programme was planned and carried out as an intensive leadership training course designed to stimulate the participants to assume leadership roles in their respective organizations.

The Recommendations listed in Chapter IV under three headings consist not only of those which were prepared by the Special Committee set up within the framework of the Workshop, but also of recommendations which were made in the course of relevant discussions during the various exercises. These together with the recommendations made by the Special Committee constitute the sum total of the measures proposed for securing for women in general and women teachers in particular the rights to which they as human beings are entitled.

The success of this Workshop will, as in the case of all international meetings, depend on the enthusiasm, dedication and determination with which the participants carry out the recommendations which for all practical purposes constitute a "Programme of Action". Copies of this Report will be received by teachers' organizations other than those which were represented in the Workshop. It is hoped that their competent organs will give due consideration to the Recommendations and take relevant action.

Finally the WCOTP Secretariat would like to record its appreciation of the assistance it received from the following

- The Education Society of Thailand and the Confederation's other two affiliates in Thailand; namely the Private School Teachers' Association of Thailand and the Federation of Elementary Education Teachers' Association of Thailand.
- The Resource Persons, Mrs. Diana Jayasundera and Mrs. Adelisa Raymundo.
- Ms. Nitaya Jutamart, Senior Asst. Manager of the Impala Hotel, for the excellent arrangements made for the participants and the Workshop.

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CHAPTER I

OPENING CEREMONY

A. ADDRESS OF WELCOME

Chom Poomipark, President EST

Your Excellency, Minister of University Affairs,

It is my great pleasure, on behalf of the Education Society of Thailand, the World Confederation of Organizations of the Teaching Profession and the participants of the Workshop, to thank Your Excellency for coming to preside over the Opening Ceremony today.

The purpose of this WCOTP Workshop for South and South-East Asia on "The Role of Women in Teachers' Organizations" is to stimulate women to take their rightful place in the teaching profession and in their teachers' organization. The participants in this Workshop come from ten countries namely, India, Indonesia, Malaysia, Nepal, the Philippines, Sabah, Sarawak, Singapore, Sri Lanka and Thailand. The total number of participants is 34 which includes eight representatives from Thailand. This Workshop will last for seven days, from 18 to 25 November.

The Education Society of Thailand feels very grateful to the World Confederation of Organizations of the Teaching Profession (WCOTP) for giving it the honour and the responsibility for attending to all the local arrangements for this Workshop, including securing approval from the National Commission for Unesco, Thailand, to hold this Workshop in this country.

I would like to add that the Education Society's efforts were considerably facilitated by the cooperation it received from other organizations concerned. In this connection thanks are due to the Private School Teachers' Association of Thailand (PSTAT) and the Federation of Elementary Education Teachers' Associations of Thailand (FEETAT). In addition, the Private School Teachers' Association of Thailand will also provide the secretarial services for the Workshop, and PSTAT and FEETAT will co-host the farewell dinner on Saturday.

Finally, the Education Society of Thailand would like to thank the participants from various countries for their cooperation in taking part in this Workshop. I would also like to

thank all distinguished guests who are present at the Opening Ceremony.

Your Excellency, may I have the honour to invite you to deliver the Opening Address, and inaugurate this WCOTP Workshop.

B. OPENING ADDRESS

His Excellency Mr. Preeda Pattanathabutr
Minister of University Affairs

Honorable Representatives of WCOTP, President of the Education Society of Thailand, Distinguished Delegates from India, Indonesia, Malaysia, Nepal, the Philippines, Sabah, Sarawak, Singapore, Sri Lanka and Thailand, Ladies and Gentlemen,

On behalf of the Thai Government and Thai people, I extend a very warm welcome to the officers of WCOTP and the country delegates to this Workshop on the Role of Women in Teachers' Organizations. I would also like to express our thanks to WCOTP for giving Thailand the privilege of being the venue of this very important meeting.

I was personally very pleased when informed of this programme. I think it is a major step in the development process of the teaching profession. First it involves the concept of organization which is a bigger concept than that of individuals. Second, it involves the role and potential of the most powerful sector of society, namely women. As such, this meeting will do a great service to the teaching profession if it can identify ways and means by which teacher organizations in this region can make use of the undoubted abilities of their women members.

Human organizations in any domain of activity are normally directed by two main purposes. These are "to serve" and "to gain". To serve means to do something good for society, especially to those who are not members of the organization. To gain means to secure some benefits for the organization itself and its members. A study of human history will reveal that any organization that ever existed has been governed by either or both of these two main purposes and that whenever they aimed at both purposes they generally functioned well and also functioned for a longer period of time.

In the case of teachers' organizations, whom do they serve and what do they gain? They serve to uplift and maintain the dignity of the profession as an important and indispensible

area of activity. In this sense, the organizations serve society as a whole. They also serve non-members as they also benefit from the good conditions of service teachers' associations can secure. On the receiving side, teachers' organizations can seek to maintain their existence and identity by increasing their membership and by expanding their activities. They also seek to promote among their members a sense of professional development and to secure for them a dignified standard of living in society.

I wish now to touch on the most crucial part of your present meeting. That is the ways and means by which teachers' organizations can better achieve their purposes through the contribution of their women members.

A proverb says women are intelligent, beautiful and constitute the majority of people in a country. In fact there are many other good qualities which women have over men, biologically or culturally: for instance, they age later although they may "wrinkle" earlier than men do; their immunity against disease is stronger; they worry about themselves less, and they are more sensitive to the needs of other people than men are. Therefore if you make a careful analysis of the strength of women you will find that there are numerous areas in the activities of teachers' organizations to which women can make valuable contributions, be it as office holders or members. I have faith that through the course of this Workshop you will be able to formulate relevant and effective recommendations.

Nevertheless, for the recommendations to be realistic and practical, they must take into account the socio-cultural facts of different societies. The very delicate issue here, which in fact has been the crucial question for human society for a long time, is where and how society chooses to use women.

In Thai society, for example, women are treated as equal to men in all aspects. Furthermore, Thai women are even expected to take a more leading role than men did or do. Thai women in the past had to take care of the children and also had to attend to the interests of the country. They had to fight enemies alongside male soldiers in ancient wars. Nowadays, Thai women not only take care of their children and their husbands but they also work outside as well to contribute to society as well as to the family income.

Whether all women are happy with that role is another subject. But a change of role is always possible and in fact does take place all the time. For instance, in almost all societies today women have become an indispensable component of the most important human organization, the family. If women simply stopped functioning as mothers and wives life would be dislocated and disorganized.

As a matter of fact women are already playing important roles, directly or indirectly, in all human enterprises including teachers' organizations. Where this has not been sufficiently recognized, appropriate measures must be employed. But these should be such that they would not have adverse effects on the general welfare of society. Above all women must not be overburdened with responsibilities. If this happens the human beings will not have a special resource to turn to when the need arises.

It is a great honor to have welcomed all of you to Thailand and to have shared with you some ideas on the topic of the Workshop. I now have great pleasure in declaring the Workshop open and wish you all success in your deliberations and an enjoyable stay in Thailand.

Thank you.

C. KEYNOTE SPEECH

on

EQUAL RIGHTS FOR WOMEN

L.H. Horace Perera
Special Assistant for
Asia and the South Pacific

Your Excellency, the Minister of University Affairs, the Presidents of Kuru Sapa and of the three WCOTP Member Organizations in Thailand, my friends and colleagues from WCOTP's affiliates in the countries in South and South-East Asia and fellow Resource Persons,

It gives me great pleasure to begin my address this morning with an expression of WCOTP's thanks to the Government of the Kingdom of Thailand for the permission granted to us so readily to hold this Workshop in this warm and friendly country. As a matter of fact this is the second occasion since 1976 that WCOTP is holding a major programme in Thailand. On both occasions the programmes were sponsored by the Canadian Teachers' Federation to whom we owe a deep debt of gratitude.

We are also most appreciative of the cooperation we have received from the host organization, the Education Society of Thailand, and for the hospitality extended to us by it as well as its fellow members of WCOTP, namely the Private School Teachers' Association of Thailand and the Federation of Elementary Education Teachers' Association of Thailand. We wish also

to record our thanks for the effective cooperation we have received in the organization of this project from WCOTP's members in India, Nepal, Sri Lanka, Malaysia, Thailand, Sabah, Sarawak, Singapore, Indonesia and the Philippines. I must also express my pleasure that Mrs. Adelisa Raymundo of the National Alliance of Teachers and Office Workers of the Philippines and Mrs. Diana Jayasundera of the All Ceylon Union of Teachers of Sri Lanka, both fellows in the CTF sponsored John Thompson Fellowship Programme and participants in the LO/TCO sponsored Colombo Training Programme, are assisting Mr. Mathews and myself as Resource Persons in this Workshop.

We consider this Workshop an important one as much more remains to be done in this region, as in the rest of the world, before women can take their rightful place in society. In this as in most issues teachers should give the lead particularly in Asia where the "gurus" were not merely the teachers of their students but of society at large. Foreign influences whether exerted through colonial rule or through Western controlled media has unfortunately made most teachers in this region instructors - not educators - in the classroom and so we tend to work in our ivory towers while society is allowed to drift along led or misled by those in power.

When considering the rights of women in teachers' organizations or in society as a whole, we in this generation can take as our point of departure the second paragraph of the preamble to the Charter of the United Nations which "reaffirms" faith in fundamental human rights, in the dignity and worth of the human person (and) in the equal rights of men and women . . . . ." Thirty-six years ago (that is in 1948) the United Nations General Assembly adopted the Universal Declaration of Human Rights. This event is a veritable milestone in history. For the first time the peoples of the world had one single document, accepted by the international community, in which the rights and freedoms, to which they as human beings were entitled, were spelt out. This declaration was strengthened 18 years later by the adoption in 1966 of two International Covenants - one on Economic, Social and Cultural Rights and the other on Civil and Political Rights. There is a school of thought among jurists today that the Universal Declaration of Human Rights and the two Covenants mentioned have become part of International Public Law, and that States have therefore an obligation to ensure for their citizens the rights enunciated in these documents. Whether one agrees with this school of jurists or not there is no denying the fact that today there is, among men, women and young people the world over, a much greater awareness, than before 1948, of the rights and freedoms to which they have a claim by the very fact that they are human beings.

These human rights' instruments have also had a considerable influence even on Member States of the United Nations.

More than fifty governments have included many of the rights mentioned in their respective constitutions. Unfortunately there are quite a few governments which violate even some of the basic rights stated in the Declaration and the Covenants. What is interesting is that when they do so they take shelter behind some special "screen" such as "in the interests of national security", "in the present state of the country's economy" etc. While the "reasons" adduced for violations of various human rights may not be acceptable to the international community, the fact that governments try to explain away such violations is, by implication, a recognition that these are rights and freedoms to which their citizens have a claim but that owing to certain "special circumstances" it has become necessary for those who wield political authority to go counter to some or other of the rights enunciated in these instruments.

The three and a half decades which followed the adoption of the Universal Declaration is marked, among other things, by a growing conviction among peoples that appropriate measures have to be taken to secure their rights and freedoms and to protect them. A rather strange phenomenon has, however, characterised this movement which has gradually gathered momentum. I am referring here to the fact that while the Universal Declaration and the Covenants list what are called human rights, considerable attention was paid till the 70's to the rights of men and only marginally to rights of women. Fortunately most women's organizations, and quite a few which had men as well as women among their members, realised that in the campaign for human rights the female of the human species was being left behind. Credit for this realisation must also be given to the United Nations Commission on the Status of Women which was set up to monitor the efforts of the United Nations to promote equal rights for women. Consequently and quite justifiably women's organizations and also some movements of a mixed character launched a sustained campaign for the recognition of the fact that women too were entitled to all the rights which the various United Nations instruments asserted were the rights of all human beings. One important result of this campaign and the work of the Commission on the Status of Women was that the UN General Assembly declared the year 1975 as International Women's Year and held a representative Inter-Governmental Conference to launch a "Programme of Action" to be carried out in the next ten years. This Conference was followed some months later by a more representative Conference of Non-Governmental Organizations in which more than two thousand women and a large number of men from practically all parts of the world participated.

These two Conferences and the Programmes of Action which emanated from them can be regarded as landmarks in the campaign for equal rights for women. With them humanity began what has unexpectedly become a rather long journey. On this new road -

I am referring to the road leading to equal rights for women - one soon found formidable obstacles in the form of tradition, past practices, misconceptions, prejudices, indifference, apathy and even opposition. It was considered necessary to focus on these obstacles so that appropriate measures could be taken to overcome them. Consequently at the Mid-Decade World Conference on the United Nations Decade for Women, held in 1980 in Copenhagen, the UN Convention on the Elimination of all Forms of Discrimination against Women was open for signature. This is a basic document for study at this Workshop. Therefore I shall not refer to it at this opening session except to say that the Convention reflects the depth of the exclusion and restriction practised against women solely on the basis of their sex. If only genuine efforts are made by governments and by all men and women to give full effect to each article of this Convention the day when women would be in enjoyment of all human rights, on an equal basis with men, would not be far off. Unfortunately this Convention seems to have met the fate of most United Nations Instruments. That is to say that many, among them women, have not heard of this Convention. Of those who have heard of it not many have studied it, and of those who have studied it not many are taking, or are prepared to take, meaningful steps to ensure the implementation of each of its articles. The result is the distressing phenomenon in almost all countries of various forms of discrimination against women, sometimes practised quite openly but, more often than not, in subtle and not easily perceptible ways. I shall quote just three sentences from the Preamble to the Programme of Action adopted by the Mid-Decade World Conference of the United Nations Decade for Women.

> *"Women suffer dual oppression of sex and class within and outside the family. The effects are strikingly apparent in the present world profile of women. While women represent 50 percent of the world population, they perform nearly two-thirds of all working hours, receive only one-tenth of the world income and own less than one percent of world property."*

In the face of this assessment can it be claimed that the position has changed considerably even in the last five years. I would without hesitation and without fear of contradiction say "No". But one has the right to ask why. The answer is quite simple. Getting a "Programme of Action" adopted at an International Conference is one thing; carrying out a sustained campaign to implement it is quite another. Of course in United Nations phraseology it would be said that "while much has been achieved, much more remains to be done". It is extremely difficult for me to accept the first part of this assessment. On the other hand I can go along fully with the second half. It can be asserted that there is today an increasing awareness of the continuing discrimination against women in every field of human

activity, but one has to grant that as far as concrete results are concerned the overall picture is really disappointing and distressing.

WCOTP to which all participants here belong and which Mr. Mathews and I serve, has paid considerable attention to the "Role of Women in Education". Policy statements have been adopted. Meetings of "Women's Caususes" have been woven into the programmes of our World Assemblies and a WCOTP Working Party on Women has been set up. All these, at their best, are good initiatives but if these are not effectively followed up by each and every member organization of our Confederation, then I am afraid that even by the mid point (1990) of the next Decade for Women (1985 to 1995) humanity will not have progressed very far on the long and obstacle strewn road to equal rights and freedoms for women.

I do not wish to go into greater detail on this question in an address at a formal opening session. I would like, however, before I conclude to put this whole programme in what I think is its proper perspective. To begin with the Rights of Women in Education have to be seen on the general background of the whole issue of equal rights for all women whether they are engaged in education or not. Secondly the issue of rights for women in general, on the basis of equality with men, has to be viewed on the background of the whole spectrum of human rights.

We are meeting here to consider very specifically the role of women in teachers' organizations. There is no denying that, with a few notable exceptions, teachers' organizations in this region are dominated by men; and this in spite of the fact that in many countries women outnumber men in the teaching profession. Hence much greater efforts are needed if women teachers are to enjoy equal rights with their male counterparts. What, however, is the value of women achieving their rightful place in teachers' organizations if the national law does not recognize the ILO Conventions on the Freedom of Association and Collective Bargaining? What good would it do to ensure for women positions of responsibility in educational institutions if the national law does not recognize such rights as those guaranteeing security of tenure, security against arbitrary disciplinary action, academic freedom etc? What I am trying to stress is that all rights are interlinked whether they are expressed in the Universal Declaration of Human Rights, the two related United Nations Covenants and in various ILO and Unesco Conventions. These instruments are complementary and are components of a whole spectrum of human rights. There is the danger that by concentrating on some to the neglect of others we may fail to see the wood for the trees. I hope this will be born in mind in planning campaigns for the rights of women.

At this Workshop are gathered women teachers from ten countries. It is our expectation that from this Workshop will emanate a Programme of Action to which every participant - without exception - will feel a personal commitment. Unless there is such a commitment this Workshop will be an exercise in futility. For my part, I have faith in all of you and I am sure that on your return to your countries you will seek the cooperation of your colleagues and promote by all available means the implementation of the Programme of Action. You may not be holding places of responsibility in your organization but you have leadership potential. This should be developed but it must be remembered that it can only be developed in practice. Make yourselves leaders and do not remain inactive members of your organizations going blindly in the direction in which your present leadership is taking you. You will all no doubt remember that striking verse from Thomas Gray's "Elegy written in a Country Churchyard" which reads as follows

> Full many a gem of purest ray serene
> The dark unfathomed caves of ocean bear;
> Full many a flower is born to blush unseen,
> And waste its sweetness in the desert air.

The participants in this programme should consider themselves among the "gems" and "flowers" in their respective organizations. That is why they were selected by their leaders to participate in this Workshop. There is no point in being a gem and hiding in one's "dark unfathomed" self. Similarly there is no value in being a flower and restricting one's sweetness to the narrow confines of one's home or little classroom. On the basis of what they learn from each other in this Workshop they are expected to induce their respective organizations to promote, among their members, an increasing awareness that women are entitled, on an equal basis with men, to all the human rights enunciated in various Declarations, Recommendations, Conventions and Covenants of the United Nations and its Related Agencies, that in spite of all that has been done during the last ten years women still endure various forms of discrimination solely on the basis of sex and that unless meaningful measures are courageously taken by both men and women, various forms of discrimination will continue to mar and affect not only teachers' organizations but also society at large.

In conclusion I wish once more in the name of WCOTP and all the participants in this Workshop to thank Your Excellency for gracing this Opening Ceremony with your presence and for your stimulating inaugural address. We are aware of the very important role you play in the educational development of your country and wish you all success in discharging the heavy responsibilities you have undertaken. Finally I propose a sincere vote of thanks to the Government of the Kingdom of Thailand and to Your Excellency for the encouragement extended and call for this vote to be carried with acclamation.

CHAPTER II

SOME REFLECTIONS ON THE ISSUE OF EQUAL RIGHTS FOR WOMEN

L.H. Horace Perera

INTRODUCTION

To begin with I would like to congratulate all of you as, without exception, each of you submitted, when you came to register for this Workshop, your answers to the Questionnaire which was designed as "A Guide to the Study of the United Nations Convention on the Elimination of all Forms of Discrimination against Women". As teachers it may sound to you strange that you were not requested to study the "Programme of Action" which was adopted by the International Conference held in 1975 in Mexico in connection with International Women's Year. With this Conference and the adoption of the "Programme of Action" the first United Nations Decade for Women was launched. A study of this programme would have been a positive approach to the whole issue of Women's Rights. A study of the Convention to which I have referred, with or without the aid of the "Guide", may be regarded as a negative approach to the problem. This technique was deliberately adopted because not only is the Convention comprehensive but it also reflects poignantly the depths of the exclusion and restriction practised even today against women solely on the basis of their sex. It was felt that when people, particularly women, realise the extent to which they have been, and are being, discriminated against they will be spurred on to take appropriate and effective action more speedily and with greater determination.

HISTORICAL PERSPECTIVES

It is difficult to give even in very general terms the historical factors that have, over the centuries, contributed to the inferior position women still hold in society in almost all countries. Moreover attempts to do so may be considered as purely of academic interest. A brief review of the principal historical factors will, however, help in that they contributed to the development of cultures and traditions which assigned a subordinate position to women. When one realises the difficulty of running counter to customs and practices which are deeply rooted in the culture and the traditions of peoples one will, it is hoped, be convinced of the need for an intense and sustained programme of action in each country if, in the course of about two or three generations - not to speak of decades - women are to secure for themselves their rightful

place in society enjoying to the full every right to which they as human beings are entitled.

- It is generally accepted that in almost all early communities woman's restricted sphere of activity and her dependence on man lay in her biological function and in what was considered "her less agile, smaller and weaker body". In the paleolithic and neolithic ages, when human beings generally led a nomadic life, man's labour, which was hunting, gradually took him far afield in his search for prey. Women had perforce to remain "at home" rearing their children and attending to their husbands' needs when they returned, hopefully laden with carcases of animals which they had been able to kill.

- Women's position did not change very much when human beings took to agriculture and generally to a more settled way of life. In the societies of the great river valleys of the near and far east and those of the Mediterranean there was a differentiation of the roles of men and women. It is true that in the Asian region women too worked in the field particularly in the processes of cultivation and harvesting. They did so, however, only under the direction of their men folk and in addition to what were considered their natural functions, namely the rearing of children, attending to their husbands' needs and carrying out all the other normal domestic duties.

- The growth of wealth and the development of class structures facilitated a degree of seclusion and greater subjection among "upper class" women which left them without significant labour and public function.

- Almost all major religions explicitly or implicitly assigned women to an inferior position even though in some they were credited with souls equal, in the sight of God, to those of men, while in others they were subject, equally with men, to the cycle of births and rebirths which led ultimately to Nirvana or to the final absorption into the Atma - the World Soul.

- There were philosophers in early times who held opposite views. For example while Aristotle saw women's virtue in obeying being, as he considered them, less complete, less courageous, weaker and more impulsive than men, Plato considered that women could be philosophers, admitted a few to his Academy and asserted in the *Republic* that there should be complete equality between the sexes. Views such as those expressed by Plato can be traced in the sayings of philosophers and religious leaders in the East. Those who expressed such views, however, were a small minority and events have shown that their impact on society was minimal. China, India, Greece and Rome produced their educated women e.g. Lady Tsao, Rama, Aspasia, Cornelia. But women like them were few and the evidence is

that, with some notable exceptions, learning generally opened no office or respected profession to women. The post Renaissance societies of Western Europe could also boast of small groups of highly cultivated women, but again with a few striking exceptions the respected professions of the time were not open to them.

- Before the Industrial Revolution women in Western Europe were usually co-workers with their husbands in farm work and in home centred crafts. They were frequently members of guilds along with their husbands and with their husbands they ran breweries, farm estates and even occasionally blacksmith shops.

- With the Industrial Revolution and the introduction of machinery single women as well as married and single men and youth of both sexes left the household for the factory. Married women, except the very poor, remained in the household since their labour was needed there. While in many ways the Industrial Revolution eventually improved the standard of living of both men and women its initial effect was to decrease the social status of women.

- In England the pioneering work for equality was done in the field of education with schools aiming to give upper and middle class girls an education roughly equivalent to that of their brothers in the independent schools.

- Attempts to enfranchise women before World War I were unsuccessful but with the services performed by women in a variety of fields during the war the suffragist movement gained recognition and in 1928 all women in the United Kingdom over 21 were enfranchised. It is important to note that this was no easy achievement as it took about 50 years.

- During the Second World War women were, as during the first global conflict (1914-1918), pulled into the work force and again pushed out when the "veterans" returned. But by then women had learnt that they were capable of doing "man's work".

- By this time the campaign for equal rights for women had gained considerable momentum and the organized international community represented by the United Nations dedicated itself to promoting, among other things, respect "for human rights and for fundamental freedoms for all without distinction as to race, sex, language or religion". As a matter of fact the Preamble to the Charter spoke of "the equal rights of men and women".

- That was not all that the United Nations did.* As early as 1946 it set up the United Nations Commission on the Status

* *Please read the last page of this Chapter.*

of Women as a permanent body of the Economic and Social Council to monitor the progress in United Nations efforts to promote equal rights for women. I have referred in my address at the opening session to the principal programmes of the United Nations related to the campaign for women's rights. These programmes of the United Nations have been supplemented by relevant Conventions of the International Labour Organization and Unesco.

- It will be useful at this stage to consider what are the spheres in which women are campaigning for equality. These may be summarised as follows: equality in education, in all civil and political rights, in property rights, in the right to chose their nationality and their occupation, in the right to chose their partners in life, in equality in industry, in the right to enter the professions and the public service. In short, women are demanding the complete and irrevocable elimination and extinction of all forms of discrimination practised, overtly or subtly, against them, on the grounds of sex in the political, civil, economic, social, cultural, religious and domestic fields.

It may be useful at this stage to note some problems which have been, and are still being faced in the course of the campaign for equal rights for women.

- For generations the view was accepted that the word man was generic and meant to include both sexes. Phrases like "all men are created equal", "man is becoming urban", "The Industrial Man", "The Economic Man" etc. have contributed to "the invisibility of women". The same applies to pronouns and the best example is the use of the masculine pronouns, "he", "him" and "his", to refer to both sexes in the Universal Declaration of Human Rights.

- Men develop professional ties during graduate school and tend to help each other in employment, promotion, selection to serve on delegations etc. This "old boy" network has excluded women in the past and continues to exclude them even today.

- Outright discrimination is practised through the application of more stringent standards to the qualifications for work for women more than for men.

- Early researchers on leisure in the USA considered the study of women's leisure difficult because housewives were considered to have "only leisure". It has recently been computed that the average housewife works 46 hours a week and this at a time when occupational groups largely dominated by men are clamouring for a 40 hour week.

- Traditionally women are subordinate in the family: in childhood to the father; after marriage to the husband. In a set of papers edited by Nona Glazer and Helen Waeher the interesting comment is made that "married women are subject to laws that derive from the legal fiction that a man and woman become one upon marriage, the one being the husband".

- Sociologically discrimination has been considered an identifying factor of a minority group. From this point of view women can be regarded as having minority group status.

- Women are still "second class citizens" in the mixed economies of North America and Western Europe, in the welfare societies of the Scandinavian countries, in the socialist countries of Eastern Europe and in the traditional societies of Africa and Asia.

You will in the course of this Workshop be considering how you can promote the role of women in teachers' organizations and thus ultimately enhance the status of women in all respects in society. You will also benefit from an intensive leadership training course designed to convince you that you have the necessary leadership potential and that you have an obligation to develop this potential and use it to ensure that women are given their due place in your respective teachers' organizations. You are not expected to stop there. You are expected to go further and form or join organizations in your respective countries to campaign for the recognition of human rights and freedoms, as spelt out in the two International Covenants, and for their extension on an equal basis to women and young people. An entire day in the programme has been allocated for a consideration of why women appear to play a secondary role in Asian teachers' organizations. While I am sure that all of you will, in your collective wisdom, be able to focus attention on most, if not all the impediments, I trust that you will also look into yourselves and not fail to ask and answer the question "Have I done all I could to secure for me and my sisters the elimination of all forms of discrimination against us on the ground of our sex?"

Alice Rossi in her book "Sex Equality : The Beginning of Ideology", suggests three models of sex equality that are useful when thinking about the current movement. She terms these models "pluralism", "assimilation" and "hybrid".

In the <u>pluralist</u> model groups that are different from the main stream of the society - e.g. blacks from whites, women from men, Catholics from Protestants etc. - are encouraged to develop and maintain their distinctiveness. In this view women may be considered different from men on any number of grounds and consequently certain social roles and behaviours are considered appropriate for women and not for men, and vice versa.

The assimilation model of equality essentially perceives women as being allowed to do what men do. Hence the life styles of men - in sex, work and play, politics and civil affairs, clothing and grooming - must be open to adoption by women. Rossi considers that this model is "uncritically accepted" as an ideal but almost impossible for women to adopt until they too have "wives" (in the sense that men have wives) who will share the every day chores inside and outside the home.

The hybrid model which is considered the least developed and most promising approach to sex equality rejects the assumption that men and women are basically different and ought to retain their differences. It also rejects the assumption that the present organization of society and the life styles of men are the most desirable. It proposes a society in which the sexes live similar lives, but lives markedly different from the ones either lives now. I leave it to you to consider which of these "models" you consider most suitable.

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UN ACTIVITIES FOR THE PROMOTION OF EQUAL RIGHTS FOR WOMEN

1945 The Preamble to the Charter reaffirms "faith in fundamental rights ..... in the equal rights of men and women".

1947 The Commission on the Status of Women is established as a permanent body of the Economic and Social Council to monitor UN action on behalf of women.

1948 The Universal Declaration of Human Rights proclaims that "everyone is entitled to all the rights and freedoms set forth in this Declaration without distinction of any kind such as race, colour, sex ..." Article 2.

1954 The UN General Assembly ... recognizes that women are "subject to ancient laws, customs and practices" which are inconsistent with the Declaration and calls on governments to "abolish" them. Resolution 843 (IX)*

1963 The UN General Assembly ... noting continued discrimination against women, calls for a draft on a Declaration on the Elimination of Discrimination against Women. Resolution 1921 (XVII)

* *The resolutions of the UN General Assembly are numbered in arabic numerals. The figure in roman numerals gives the serial number of the particular session of the UN General Assembly.*

1966 The Commission submits a draft to the UN General Assembly which returns it for revision, "bearing in mind the amendments which have been submitted." Resolution 2199 (XXI)

1967 The UN General Assembly adopts the revised Declaration "to ensure the universal recognition in law and in fact of the principle of equality of men and women". Resolution 2263 (XXII)

1968 The UN Economic and Social Council (ECOSOC) initiates a reporting system on implementation by governments of the provisions of the Declaration on the Elimination of all Forms of Discrimination against Women. ECOSOC Resolution 1325 (XLIV)

1970 The UN General Assembly urges "the ratification of, or accession to, the relevant international instruments relating to the status of women. Resolution 2716 (XXV)

1972 The UN Secretary General seeks the views of governments on the "nature and content of a new instrument".

1973 The UN Economic and Social Council appoints a 15 member Working Group to begin the draft of a Convention.

1975 International Women's Year World Plan of Action ... calls for "the preparation and adoption of the Convention on the Elimination of Discrimination against Women, with effective procedures for its implementation". (item 198 in the World Plan of Action)

1977 The UN General Assembly appoints a "Working Group of the Whole" to continue consideration of the draft. Resolution 32/136

1978 The UN General Assembly recommends that the Working Group complete its task. Resolution 33/177

1979 The UN General Assembly adopts the completed draft Convention and invites signatures and ratifications. Resolution 13/180

1980 Mid-Decade World Conference of the United Nations Decade for Women, Copenhagen, 14 - 30 July 1980.

1981 The Convention on the Elimination of all Forms of Discrimination against Women enters into force with the required number of ratifications, in this case 20.

HAS YOUR GOVERNMENT RATIFIED THIS CONVENTION? IF IT HAS NOT, WHAT DO YOU INTEND TO DO ABOUT IT?

CHAPTER III

THE UNITED NATIONS CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN

A. CONDITIONS IN SOUTH AND SOUTH-EAST ASIA

Introduction

A Guide to the Study of the Convention, prepared in the form of a questionnaire, was sent in advance to the participants and they were expected to submit the answered questionnaire when they registered for the Workshop. Every participant complied with this request.

Four Working Groups were set up within the framework of the Workshop. The members of each group were required to exchange views on the existing condition of women in the countries in the region as seen in the light of the specific sections of the Convention.

The reports of the Working Groups were considered at a plenary session of the Workshop and adopted with certain modifications. These reports are reproduced below.

I. REPORT OF GROUP A

(a) Laws and Legal Machinery

It was agreed that the constitutions of the participants' countries recognised that men and women are entitled to and should enjoy the same rights. While there were no laws which sanction discrimination against women there were no specific laws which prohibited such discrimination. It was felt that much more could be done by governments to ensure that women were not discriminated against in any way. For example governments should establish special tribunals to which women could appeal for effective protection against any discriminatory acts in the public or private sector. It was also stated that while there are laws against the sexual harassment of women they are not rigidly enforced and exploitation of prostitution continues unabated, though in varying degrees, in most countries.

(b) Political and Public Life and Nationality

There was a consensus that in theory there was no discrimination against women in political and public life. In all countries women have the right to vote from the age of 18,

except in Nepal where the qualifying age is 21. Women can be candidates for election to national and local Councils and some have even been appointed as Ministers in central and local Executives. However, on the one hand party caucuses which are dominated by men tend to prefer men as official party candidates: on the other hand there have been occasions when women voters have not rallied in support of competent women candidates.

In none of the countries were there restrictions on women representing the government or voluntary organizations at international meetings. However, as the principal officers of most "mixed" voluntary organizations are men there is a tendency for men to be elected as delegates of their organizations. One member of the Working Group expressed the view that if WCOTP had not stated specifically that only women teachers should be sent to this particular Workshop, it is possible that at least 50 percent of the participants would have been men.

Regarding the right of a woman to retain or choose her own nationality there appear to be differences in the laws in force. In some countries the woman's nationality automatically changes with marriage or with the change of nationality by the husband. In other countries women are free to retain their former nationality or to accept the nationality of their husbands. In all countries the children's legal nationality is automatically that of the father. When children reach the legal age of majority they are free to choose their nationality. For practical reasons very few do so.

II. REPORT OF GROUP B

(a) Education

The laws of all the countries represented in the Workshop grant women equal rights with men in the field of education and consequently males as well as females have equal access to education at all levels in urban as well as in rural areas. With regard to such matters as curricula and examinations, the practice is still followed in some countries of having different courses in some respects for male and female students - for example "Home Economics" for girls and certain technical subjects for boys.

As for the quality of the teaching staff and the standard of the school the discrimination is not against anyone on the grounds of sex but is against children of less affluent or poor parents who cannot send their children to the elitist educational institutes.

With regard to cultural activities, sport and recreation

there is a tendency for female students not to be involved in what are traditionally considered male sporting activities. Those chiefly responsible for this attitude are the parents and some school authorities.

Co-education is emerging at all levels from the pre-school to the university but this movement is not encouraged in the private schools particularly those managed by religious bodies. It can however be stated that almost all universities are co-educational.

In all the countries both males and females have the same opportunities to benefit from scholarships and study grants and have equal access to literacy and continuing education programmes, as well as to programmes for those who have left school prematurely. It was agreed, however, that in general these programmes were more designed to suit male needs and consequently men more than women tended to take advantage of them.

(b) Health

No discrimination of any kind is evident in the state health-care services including those related to family planning. Men and women have equal access to these services.

As far as possible appropriate health services are provided for women in connection with pregnancy, confinement and post-natal treatment. Deficiencies in this connection are due more to lack of resources and personnel than to any discrimination against women.

III. REPORT OF GROUP C

(a) Employment

Men and women have the same employment opportunities. The criteria for selection for employment and for promotion are technically the same. This is not to deny that there are instances when women have felt that there has been discrimination against them.

The right to job security, conditions of service and opportunities for further training are guaranteed in most countries by law but occasionally complaints of discrimination have been voiced.

Old age pensions, medical treatment, invalidity benefits and paid annual leave are assured for all employed persons irrespective of sex. In some countries unemployment insurance is provided for men but curiously not for women.

The laws of the various countries not only prohibit the dismissal of women from employment on grounds of marriage, pregnancy or maternity, but in all countries provision is made for paid maternity leave for "reasonable" periods - ranging from six weeks to three months. There are, however, diffrences in the conditions for paid maternity leave. Some of these are related to the family planning programmes of certain countries. For instance in Singapore paid maternity leave is provided only in connection with the birth of the first and second child; in India and Indonesia such provision is made for upto three children; in the Philippines upto four children and in Malaysia upto five children. In Thailand and Sri Lanka there are no such limitations.

With the exception of Singapore there is no provision for child-care facilities in any country. Even in Singapore it is not a general rule. Some mercantile firms make such provision, some do not.

(b) Civil Rights

With the exception of Thailand (where, in the case of married women, the prior consent of the husband is necessary) women have the right, on an equal basis with men, to conclude contracts and administer property. In the law courts and other tribunals of all countries women are treated, on an equal basis with men, in all legal procedures.

Women also enjoy the same rights as men to travel within their own countries as well as to travel abroad and return to their homes.

There is no distinction on the ground of sex with regard to the right of men and women to choose their residence and domicile.

As the rights mentioned in (a) and (b) above are provided by law and custom it goes without saying that any contract or private arrangement which is not in accordance with these rights is null and void to the extent to which such contracts can be considered contraventions of the rights mentioned.

IV. REPORT OF GROUP D

(a) Marriage

It is true that, in law, women have the same right as men to freely choose a spouse and enter into marriage with their free and full consent. In actual practice, however, there are still marriages arranged by parents or elders. Even some educated young people accept this situation because in those

countries family ties are still very strong and the intervention of elders or parents in these matters is considered normal. This practice is, however, losing ground but rather slowly.

As for divorce it can be said that in legal theory women have the same rights as men to take measures for the dissolution of their marriages. In practice the situation is not identical. Among muslims men can unilaterally dissolve their marriages while women wishing to divorce their spouses have to petition a religious court and await the answer. The Catholic Church forbids divorce and in "extreme cases" permits a separation of the parties but does not allow re-marriage of either party as long as one party is alive. The Anglican Church is a little more flexible in that it allows divorce but not re-marriage. The other Christian churches recognize the right of either partner to dissolve the marriage and re-marry. Neither Hinduism nor Buddhism has any restrictions in this connection.

By law and according to the principles of the major religions husbands and wives have the same rights and responsibilities in matters relating to their children. In some societies in the region which still adhere to traditional values it can be said that, in general practice, the husband's rights in this connection are more extensive than those of the wife.

There are no laws relating to such matters as the right of the parties in a marriage to decide the number and spacing of the children, equal access to information re family planning, the chosing of a family name, of an occupation etc. It can, however, be said that in practice in societies that are still male dominated, men tend to have more rights in connection with these matters than women.

(b) Economic and Social Rights

With regard to ownership, management, enjoyment and disposition of property there are a variety of laws and practices. No hard and fast statement can be made. There is, however, no denying that the ideal position would be for women to have equal rights with men in these matters.

Child marriage is forbidden by the laws of all the countries in the region by the fixing of a statutory minimum age for females which in some cases is as low as 16 years. This, however, does not preclude the arrangement by parents of marriages between children below the statutory age.

There is an increasing recognition of the rights of women, on an equal basis with men, in matters relating to loans, mortgages, various forms of cultural and recreational activities. Whether these rights are regulated by law or not they are likely to be based on common practice depending on how effectively

women assert their rights and how soon men are enlightened enough to recognize that women have equal rights.

(c) Problems of Rural Women

While the laws assuring the rights of women in general are applicable to urban as well as rural women, it was agreed that special measures should be taken by governments and voluntary organizations to ensure that women in rural areas are made adequately aware of their rights and are stimulated to fight for these rights and to exercise them. Governments should also establish in rural areas tribunals to which women can have recourse in cases where they consider that they are prevented from exercising their rights. Without such protection it is not likely that rural women will enjoy, in the not too distant future, all the rights to which they are entitled.

All the groups agreed that while the Convention on the Elimination of all Forms of Discrimination against Women is comprehensive in listing all areas in which discrimination takes place, the Convention does not refer to many of the rights enunciated in the Universal Declaration of Human Rights. Women, constituting as they do an important element of the human race, should be entitled to each and every one of the rights mentioned in the Universal Declaration, the two International Covenants and in various related ILO and Unesco Conventions.

B. OBSTACLES TO IMPLEMENTATION OF THE CONVENTION

The Working Groups also had the task of reporting on the obstacles in the countries represented to the implementation of the Convention, and to propose an appropriate programme of remedial action.

Later in the course of the Workshop "an entire day" was devoted to a study of:

(a) Why women appear to play a secondary role in teachers' organizations in Asia, and

(b) Ways and means of enhancing the status women hold, and increasing the role they should play in teachers' organizations in the region.

These studies were made by a combination of methods. To begin with at a plenary session each participant was required to list three factors which contributed to the subordinate place of women in most teachers' organizations in the region. These lists were coordinated and the various factors were discussed in the Working Groups. Subsequently a simulation exercise

was conducted in the form of a debate at which recommendations for remedial measures were considered.

In addition to the above mentioned exercises a Special Committee, consisting of a representative from each participating country, drew up a set of specific recommendations.

The obstacles in the way of women securing equal rights are listed below. As for the "Remedies" to avoid repetition the recommendations which emanated from the different exercises outlined above are coordinated here and arranged under three specific headings as "Recommendations of the Workshop": namely General Recommendations, Recommendations specific to Education and Recommendations specific to Teachers' Organizations.

OBSTACLES

The following were agreed as being among the principal obstacles women face in their efforts to secure equal rights:

- The negative attitude of men to women's claims for equal rights.
- The apathy of some sections of women to the whole issue of equal rights.
- The acceptance by some sections of women that women and men have different roles to play inside and outside the home and consequently that each sex is entitled only to rights which enable each to fulfil its "natural function".
- The system of education is such in many countries that it tends to perpetuate the idea that as women have different roles to play at home and in society, they need to be educated differently and consequently are not entitled to all rights claimed by men.
- The media as well as drama and the cinema portray women as holding positions in the home and in society that are inferior to those of men. This is true especially of plays and films produced in the region.
- The production of special "Women's Supplements" by the newspapers tend to emphasise that women have specific and distinct roles to play and that by implication they are entitled only to those rights which enable them to fulfil their particular role adequately.
- The dead hand of custom and tradition still lies heavily on men and women alike and attempts to deviate from these are generally frowned upon by parents, elders and society in general.
- There are religious tabo s in organized religions, as well as those that do not fall into that category, which place various restrictions on the enjoyment of certain rights on

an equal basis with men.

- In view of the fact that after schools close for the day women teachers generally have to return to their homes to attend to various domestic duties they do not generally have the time to participate regularly in the meetings of the Executive Committees of their organizations. Hence they tend to avoid election or nomination to offices of responsibility.

NOTE : "The Recommendations of the Workshop" are listed in a separate chapter; namely Chapter IV.

CHAPTER IV

RECOMMENDATIONS OF THE WORKSHOP

I. General Recommendations

1. In view of the fact that governments of only two of the participating countries have ratified the Convention on the Elimination of all Forms of Discrimination against Women - namely the Republic of the Philippines and the Republic of Sri Lanka - teachers' organizations should give high priority to seeking the cooperation of other voluntary organizations to mobilize public opinion in their respective countries for the ratification and implementation, without any reservations, of this Convention.

2. In addition to securing the ratification of the Convention efforts should be made by all voluntary organizations to secure the adoption by governments of a series of laws designed to promote the elimination of the various forms of discrimination against women explicitly stated, or implied, in the several articles of the Convention.

3. Non-formal education programmes should be conducted by all interested voluntary organizations to promote among women a deep awareness of the extent to which discrimination against them is practised, on the ground of sex. Women should also be made aware of the articles of the Convention and the laws designed to eliminate such discrimination.

4. The assistance of the media should be sought in all efforts to promote the recognition by governments and the general public of human rights and fundamental freedoms, on an equal basis, for women as well as for men.

5. As laws alone are inadequate without effective enforcement machinery, measures should be taken to induce governments to establish tribunals to which women can have recourse to secure redress in cases of any acts of discrimination against them.

6. Women in rural and remote areas should have easy access to the kind of tribunals envisaged in the previous recommendation.

7. The caucuses of political parties should have a reasonable number of women members so that due consideration can be given to the rights of women to receive party nomination to be candidates for election to national legislatures and local councils. It is crucial to the effective recognition

of women's rights and to the elimination of all forms of discrimination against women that women should be adequately represented in the Councils of the nation.

8. Consideration should be given to urging newspapers and other regular publications to abandon their "Special Supplements for Women" but to retain the features which these supplements carry as normal features of interest both to women and men.

9. Governments should finance or subsidise special leadership training programmes for women to develop leadership potential, promote among them an awareness that they are entitled to enjoy all human rights and fundamental freedoms, and a determination to strive for the elimination of any form of discrimination against them on the ground of sex.

II. Recommendations specific to Education

1. Efforts should be made to promote the conversion of all schools, colleges and centres of higher learning into co-educational institutions with men and women teaching at every level.

2. In such educational institutions there should be access to the same curricula and to the same cultural and recreational activities, without any distinction, for male and female pupils and students.

3. Teachers' organizations should, in cooperation with other competent bodies, set up a Special Committee to examine the curricula, textbooks and other material used in schools and take appropriate measures to eliminate elements in them which are discriminatory against women.

4. The mistaken idea that women are very particularly gifted to teach in primary schools should be abandoned and men and women should be given the same opportunities to teach at every level of the educational process, provided that they have the requisite qualifications.

5. Men and women teachers should have equal opportunities and equal access to promotion to posts of responsibility in educational institutions and in departments of education.

6. Students in Teacher Preparation Colleges should receive, among other things, training as to how they could use the particular subjects, which they are likely to teach, to educate for an awareness and recognition of human rights and fundamental freedoms with adequate emphasis on the fact that these are human rights and freedoms and are equally applicable to all members of the human race, male and female.

7. Whether they receive such training or not male and female teachers should consider it one of their obligations to use various opportunities which present themselves in curricular and extra-curricular activities to inculcate the concept that women should, on an equal basis with men, enjoy all the rights mentioned in relevant United Nations, ILO and Unesco Human Rights Instruments.

8. In the awarding of scholarships, grants for study tours and assistance to attend international meetings consideration should be given to the claims of girls and women, on an equal basis, as to the claims of boys and men.

9. Equal attention should be paid to helping male and female drop-outs either to return to the main stream of education or to benefit from non-formal education programmes of their choice.

10. Programmes for promoting functional literacy as well as those for providing "continuing" education should be tailored to meet, on an equal basis, the needs of both sexes.

III. Recommendations specific to Teachers' Organizations

1. As still there is considerable respect for teachers in Asian societies and as teachers constitute a very large section of the educated people in the countries participating in the Workshop, teachers' organizations should take the initiative and give the lead in promoting the implementation of the General Recommendations (vide section I above) as well as those specifically related to education (vide section II above).

2. Teachers' organizations should set an example by ensuring the equal participation of men and women in the decision-making and the decision-implementation processes of their respective organizations. In view of the socio-cultural forces in most of the participating countries special constitutional arrangements may be necessary to ensure the election, or the nomination, of men and women to positions of responsibility in their organizations.

3. In the structure and setup of a teachers' movement at least one woman should be appointed (preferably on a full time basis) to attend to organizational activities linking the respective organs of the movement at the Central, Provincial and Grass Roots level.

4. Consideration should also be given to the employment of women as executives in the offices of teachers' organizations instead of confining them to the role of supportive and technical staff.

5. Each teachers' organization should establish a Special Committee consisting of men and women to review the progress made in the recognition of the rights of women in the organization. This Special Committee should also monitor the extent to which various forms of discrimination (as mentioned in the relevant Convention) have been or are being eliminated in the education of children, youth and adults and in the teaching profession. This Committee should report periodically to the Executive Committee on the progress made and recommend any further action that may be necessary.

6. Teachers' organizations should seriously consider including an item in the agendas for their Annual or Biennial General Meetings which will give the delegates at these meetings the opportunity to consider the extent to which the rights of women have been recognized in the organization and in society as a whole. The consideration of this item should be on the basis of a report submitted by the Executive Committee which in turn should be based on the reports made to the Executive Committee by the Special Committee proposed in Recommendation 5 of this section.

7. Teachers' organizations should consider holding weekend courses at grass roots level on the rights of women in teachers' organizations and in education. If well conducted over a reasonable period these local courses can provide a ground swell which can be of considerable value in securing equal rights for women.

8. In selecting delegates for national conferences the respective branches should pay due attention to the right of competent women to be included in their delegations. The same principle should govern the selection of delegates by the national executives for international meetings.

9. In selecting candidates as recipients of travel assistance for international meetings and as participants in international training courses due consideration should be given to the claims of women members of the organization.

10. In the social and cultural activities provided for members of teachers' organizations adequate attention should be paid to programmes that are attractive to women also. This will tend to increase and intensify their participation. This principle should also apply to welfare services in that women members should be beneficiaries of these services, on an equal basis, with their male counterparts. ,

NOTE : The exercises dealing with obstacles to the implementation of the Convention and the Recommendations were largely carried out by the two women Resource Persons, Mrs. D. Jayasundera and Mrs. A. Raymundo.

CHAPTER V

MINI LEADERSHIP TRAINING COURSE

Three working days were devoted to an intensive leadership training course. The programme consisted of exercises on the following:

Topics

1. The Unesco/ILO Recommendation concerning the Status of Teachers
2. The Aims and Objectives of a Teachers' Organization
3. The Structure and Functioning of a Teachers' Organization
4. Leadership Qualities
5. The Decision Making Process
6. The Importance of an effective Communication System within a Teachers' Organization and the "outside world"
7. Collective Bargaining
8. The Value of Affiliating with an International Teachers' Organization
9. WCOTP, its Aims, Activities, Achievements.

Item 1. - The Unesco/ILO Recommendation concerning the Status of Teachers

A Guide to the Study of this Recommendation was sent in advance to all participants. This "Guide" consists of a questionnaire covering every aspect of the Recommendation. The participants were expected to submit their answered questionnaires at Registration. Every participant complied with this requirement so that before the Workshop commenced participants were aware of the rights and obligations of teachers as stated in the Recommendation. At the Workshop the following procedures were adopted :

1. The participants met in four Working Groups to exchange ideas on, and to examine the implications of, the rights and obligations of teachers as stated in the Recommendation. *These rights and obligations constitute the motivation for establishing and maintaining strong national teachers' organizations. Only by working collectively can teachers secure their rights and stimulate their members to fulfil their obligations.*

2. After this exercise they met in national groups to consider

   (a) The rights which teachers were already enjoying in their respective countries,

   (b) The rights which they still have to secure,

   (c) Measures which their organizations could take, in the context of the political, social and economic conditions in their countries and in accordance with their cultures and traditions, to protect the rights which they already had, to extend them further if necessary and to secure those rights which they still do not enjoy. Reports of these national groups were not submitted to a plenary session. They were discussed with the Resource Persons.

3. The participants then met again in four nationally mixed Working Groups to consider in general terms - not related to any specific country - measures which could be taken to preserve the rights which teachers already had and to secure those rights which they still did not enjoy. What follows is a coordinated version of the recommendations of the Working Groups as approved by a plenary session.

Teachers' organizations should :

- disseminate, through a series of weekend or even one-day workshops, held in every district of a country, an awareness among all teachers of their rights and obligations as stated in the Recommendation;

- take up with national and, where such exist, local education authorities the value of introducing a study of this Recommendation in the curricula of Teacher Preparation Colleges;

- in the alternative teachers' organizations should try to conduct annually, for teachers in training, a weekend seminar on the Recommendation;

- secure funds to translate the Recommendation itself, or at least the Guide, into the national language(s) and ensure that every member, if possible every teacher, has a copy;

- seek the good offices and cooperation of the education authorities to organize "mini seminars" on the provisions of the Recommendation for education administrators, including officers of religious organizations involved in education, and for members of Private School Boards;

- approach education authorities, using methods consistent with national cultures, for redress in case of any violation of the rights mentioned in the Recommendation;

- seek the support of WCOTP in cases where there is a consistent pattern of violations of the rights of teachers either by governments or other school authorities;

- establish a Sub-Committee of the organization's Executive e Committee whose sole responsibility will be to monitor the implementation of the Recommendation in the country and report to each meeting of the Executive Committee.

- include in the agenda of each Annual or Biennial General Meeting an item which will give the delegates an opportunity to study a report from the Executive Committee on the extent to which the Recommendation has been implemented in the country and to consider further measures which have to be taken to ensure full implementation;

- obtain the support of the media to promote among the public an awareness that

  (a) the quality of recruits to the teaching profession and their subsequent devotion to the education of their students depend largely on the extent to which the profession is made attractice and

  (b) this in turn depends on the remuneration and other working conditions of teachers and the extent to which teachers in the country are in enjoyment of all the rights to which they are entitled, as stated in the Recommendation.

Item 2. - The Aims and Objectives of a Teachers' Organization

(a) Aims and Objectives

Each delegation was requested to bring to the Workshop a copy of its organization's Constitution. The aims and objectives of a teachers' organization as stated in the different Constitutions were studied by the Working Groups which reported to a plenary session on what each group considered should be the principal aims and objectives of any teachers' organization. Consensus was reached on the following:

1. To promote the development of education, making it relevant to the times and local conditions and ensuring that it responds to the needs, hopes and aspirations of the nation.

2. To enhance the professional competence of teachers so that they can carry out their duties conscientiously and effectively.

3. To improve the service and working conditions of teachers with a view to ensuring that people of quality are attracted to, and remain in, the profession, and are able to devote adequate time to their work.

4. To ensure for teachers security of tenure, the recognition in full of their civil and political rights and their right to academic freedom.

5. To promote harmonious relations between teachers and school authorities without sacrificing any of the rights and freedoms of teachers.

6. To promote a spirit of solidarity among all teachers in the country and through membership of a recognized international teachers' organization to promote such a spirit among teachers in the region and in the world at large.

7. To promote education for human rights and fundamental freedoms paying, where necessary, special attention to the rights of those who have not received adequate attention so far; namely women, young people and children.

8. To provide various welfare services for teachers.

(b) Obstacles in the way of achieving these Aims and Objectives

1. The "lack of adequate recognition" by some governments and by other education authorities of voluntary organizations, particularly those whose aims include the promotion of rights and freedoms, and the consequent hesitation of teachers in these countries to join organizations and play an active role in them.

2. The selfishness of a fair number of teachers who take the attitude that they will also reap the general benefits which an organization can secure, without their accepting even the minimal responsibility of contributing towards the organization's maintenance.

3. The apathy of teachers in that a fair number are not interested in any form of collective activities.

4. Inadequate resources due to low membership fees which in turn are due to the poor salaries teachers receive in many countries in the region.

5. The multiplicity of organizations and the unhealthy rivalry among them which prevents them from co-ordinating their activities even on issues of general concern. This also prevents teachers developing a spirit of solidarity and presenting strong and united fronts in any dispute with governments and other education authorities.

6. The alliance of some organizations with political parties which gives them a partisan character. This does not help them in their relations with governments of a different political "colour" nor does it make it easy for them to win even a reasonable measure of public sympathy and support.

7. Education for such aims as human rights and fundamental freedoms and for international understanding, cooperation and peace is not easy if these are not stated specifically in syllabuses. It must be noted that in the efforts to transplant alien educational systems into South and South-East Asia syllabuses of a rather rigid character were introduced from which there is neither the time nor the possibility of deviating.

8. Interference with teacher movements in the regions by international organizations with ideologies contrary to the culture and traditions of various countries.

9. An overworked leadership resulting from a tendency for some leaders not to delegate responsibilities to others. Closely linked with this is a tendency for such leaders to be authoritarian.

10. Weak leadership - not common in the region but not completely absent.

Item 3. - The Structure and the Functioning of a Teachers' Organization

Representatives of the Singapore Teachers' Union (STU) and the National Union of the Teaching Profession (NUTP) of Malaysia, using an overhead projector, outlined the structure, financial arrangements and the services provided by their respective organizations.

The Working Groups which met subsequently considered those features of these two organizations which were worthy of note and, if necessary of emulation. The reports of these Groups were subsequently considered in plenary and the more significant elements of one or other, or of both, organizations were listed in the co-ordinated report which is reproduced here.

1. The membership of these organizations was comparatively large. While the membership of STU was more than double that of the other five organizations in Singapore, in Peninsular Malaysia the NUTP membership was much larger than that of any other teachers' organization.

2. Both organizations had branches in the major and also in the smallest administrative divisions of their respective countries.

3. The membership of both organizations and of their respective Executives reflected the multi-racial, multi-religious and multi-cultural character of the populations of their countries.

4. While elements had been borrowed from the Anglo-Saxon system of voluntary organizations there was no slavish imitation of the prototype. Due attention was paid to the economic, social and political realities of the milieu in which the organizations were operating.

5. An effective system of personal communication has been established and was maintained between the headquarters, through the "regional" (provincial and/or district) branches down to the school level by means of representatives at each stage. Suitable opportunities existed for a feed-back from the smallest unit to the headquarters.

6. Other channels of communication were also functioning satisfactorily.

7. The officers were freely elected. It was interesting to note that in the NUTP the officers were elected not by the General Meeting but by the general membership by postal ballot.

8. Opportunities were provided, especially at the Annual and Biennial General Meeting, for the work of officers to be critically examined and evaluated.

9. Both organizations had regular publications which reached their rank and file.

10. Their financial arrangements were such that the contribution of the branches to the headquarters was not a fixed lump sum by each branch but was calculated on the basis of their paid up individual membership.

11. The financial administration was such that the accounts of the central office were audited and a report submitted for consideration by the General Meeting.

12. The fees of each organization were comparatively high by general Asian standards. This was possible partly because the salaries of teachers in the two countries were reasonably good and partly because the members were satisfied with the functioning of their respective organizations and felt that their membership was beneficial to them.

13. Each organization has its own office and its paid staff. It was, however, explained that both could do with additional paid and permanent members in the secretariat.

14. Both organizations, in varying degrees, provided welfare services which made membership more attractive as there were direct short-term as well as long-term financial benefits to be gained.

15. Social activities organized fairly regularly helped to promote a spirit of camaraderie among the members.

16. In each country there were mechanisms which could be used by education authorities for consulting the teachers on educational issues and which the organizations could use to remedy any grievances. The nature of these mechanisms differed in view of local conditions.

17. Both organizations discharged the financial and when possible other obligations to the international teachers' organizations to which they were affiliated.

18. Both had cooperated with WCOTP in organizing major projects.

19. The respective Executives met regularly and the responsibility for various aspects of the work of a teachers' organization was distributed to different members thus not only ensuring that each aspect could receive adequate attention but also providing practical leadership training.

20. It was recognized that while teachers enjoyed almost all the rights mentioned in the Unesco/ILO Recommendation concerning the Status of Teachers some rights are still to be adequately secured.

Item 4. - Leadership Qualities

In the course of a brainstorming session, at a plenary meeting, a large number of "qualities" which a leader should possess was suggested by the participants. These were reduced by the elimination of those which were repetitious or by grouping closely related ones under a common heading.

The Working Groups met subsequently to consider the "short list" of qualities, to arrange these "in order of importance", and to suggest ways and means of developing the leadership potential of members of teachers' organizations.

The plenary session which followed considered first the arrangement of the qualities "in order of importance". The

following order was accepted with reservations by quite a few participants. The ideal leader should be one who

- inspires confidence in the general membership
- has a sense of mission
- is a person of action
- has the strength and will to succeed
- has boundless energy
- has complete faith in herself or himself
- is innovative and resourceful
- is enthusiastic and dedicated
- knows what has to be done and does it well
- can communicate easily with others
- can set the climate for constructive team-work and can foster cooperation
- can promote among the members a high morale and an *"esprit de corps"*[*]
- can motivate, guide, counsel, direct and encourage
- is ready to delegate work as others also have abilities
- is willing to consult regularly with colleagues as they too have ideas
- is sincere, just and fair in all dealings
- can be calm under stress
- can accept the consequences of his or her actions without trying to blame them on others
- will always remember that he or she has to give leadership and at the same time is accountable for his or her actions to the general membership.

It was agreed that this is a rather "tall bill" and that it is possible that few leaders have all the qualities mentioned. The point was made, however, that while no one is likely to have all the qualities it behoves leaders to keep these in mind and strive to acquire them.

To the view that "leaders are born" the response was given that "they were not born "ready made"" and that they had to be trained. Leadership courses are of value if effectively conducted but these generally provide the theory. It is essential in such courses to give each participant sole responsibility for conducting one or more of the exercises in the programme. It was stressed that leadership courses, however well conducted, will be of little value if the present leaders of organizations do not gradually delegate more and more responsibilities to those who have been "trained". The real school for leadership training is filling leadership roles and learning by experience. Presidents and other officers of organizations who do not consult other members and who do not delegate responsibility to others fail in one of their most important functions, which is to prepare members who will have the necessary experience to take over from them sooner or later.

[*] *loyalty and devotion*

Item 5. - The Decision Making Process

An identical "mathematical" problem was submitted to each of the participants and they were requested to solve it individually with no assistance, in any form, from anyone. A variety of answers was reached.

The same problem was then considered by the participants working collectively in the Working Groups which reported their findings to the plenary session. While only four of the individual answers were correct all the Working Groups came up with the correct solution. With carefully planned questions and guided discussion it was possible to reach consensus on the following:

- important elements in Decision Making
- misconceptions about Decision Making
- methods of Decision Making.

Important elements in Decision Making

1. Study the issue carefully.
2. State it clearly and logically.
3. Seek out differences of opinion.
4. Encourage participation by all.
5. Listen carefully to the views and reactions of others.
6. Avoid standing blindly for your position.
7. Avoid changing your mind merely to reach agreement and to avoid conflict.
8. Do not assume that someone must win and someone must lose.
9. Consider the practicability of the decision.
10. Consider the value of the decision for the organization.
11. Consider the consequences of the decision for the organization.

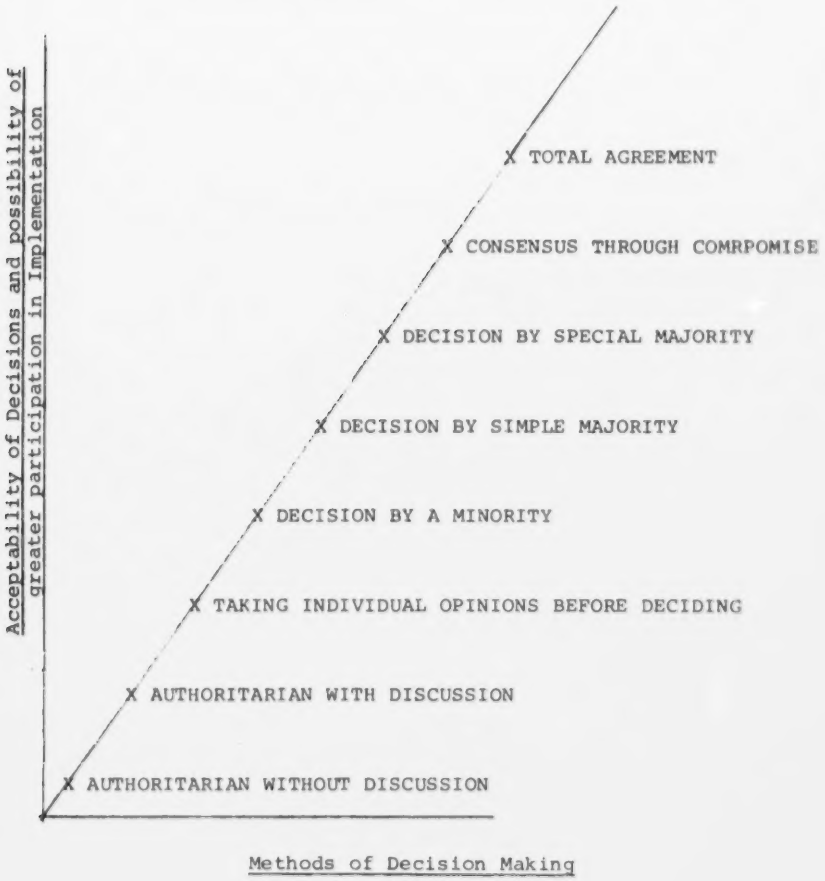
Misconceptions about Decision Making

1. Decision Making occurs only at the top.
2. Decision Making can be separated from Decision Implementation.
3. Decisions are made by positive action.
4. Maximum information will generally improve correct decisions.
5. Decision Making can be improved merely by studying the psychological processes involved.

Methods of Decision Making

1. Authoritarian without discussion.
2. Authoritarian after discussion.
3. Judging individual opinions prior to deciding.
4. Decision by a minority.
5. Decision by majority vote - simple majority.
6. Decision by special majority - e.g. two-thirds or three-fourths.
7. Decision by consensus through compromise.
8. Agreement by the entire group.

ACCEPTABILITY OF DECISIONS AND POSSIBILITY OF GREATER PARTICIPATION IN IMPLEMENTATION


Acceptability of Decisions and possibility of greater participation in Implementation
TOTAL AGREEMENT
CONSENSUS THROUGH COMRPOMISE
DECISION BY SPECIAL MAJORITY
DECISION BY SIMPLE MAJORITY
DECISION BY A MINORITY
TAKING INDIVIDUAL OPINIONS BEFORE DECIDING
AUTHORITARIAN WITH DISCUSSION
AUTHORITARIAN WITHOUT DISCUSSION
Methods of Decision Making

NOTE : There is no guarantee that any particular "process" will lead to a correct decision. This must be borne in mind.

It was agreed that the method to be adopted in making a decision would depend on the situation and the seriousness and urgency of the problem.

- There may be situations when quick decisions have to be taken by an officer of the organization. In such cases the officers concerned must, as soon as possible, explain to the Executive Committee why a quick decision was necessary and give the reasons for the decision taken. The Committee will either back the officer concerned, or sack him or her.

- Whether decisions should be taken by a simple majority or by a special majority will depend on the importance of the issue - for example decisions involving constitutional amendments, affiliation to international bodies etc. are generally taken by a special majority.

- Consensus through compromise can result in the watering down of a decision and can detract from its effectiveness.

- Decision by total agreement is more the exception than the rule.

Item 6. - The Importance of an effective Communication System

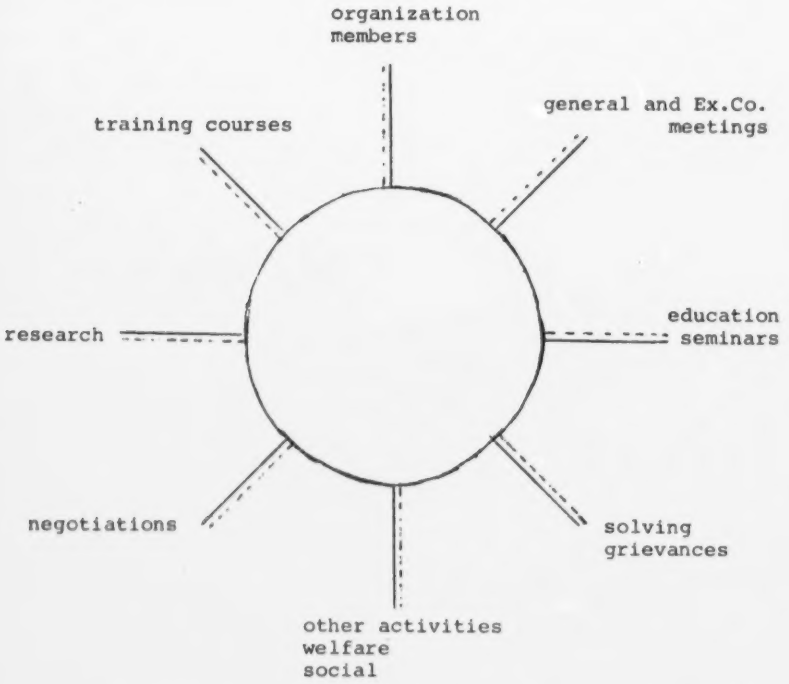
(a) Communication the lifeblood of an organization

At a plenary session it was explained that an effective communication system is essential for the functioning of any voluntary organization, including of course a teachers' union or association. An effective communication system can be compared to the blood circulatory system of the human body. In this comparison the heart would be the headquarters of the organization pumping lifeblood to all parts of the human body from which the blood flows back (feedback) to the heart only to be pumped out again. This comparison also emphasises the fact that like the bloodflow system there should be regular communication between the headquarters and the different branches of a teachers' union and vice versa.

An effective communication system can also be compared to the human nervous system. The brain and the spinal cord could be compared to the central organization of a union or association. The nerve roots are the channels of communication bringing sensations from all parts of the body to the spinal cord or brain while the motor roots transmit impulses of movement to the body muscles.

It is important to note that regular communication between the central office and the branches, and vice versa, gives the branches and their members a sense of belonging to the organization and a feeling that they have a share in the functioning of the organization as a whole.

A teachers' organization of course has many activities and while communication is essential for the effective functioning of the organization it must be remembered that it is only one of the activities of the organization though it permeates all the others. This was illustrated by a diagramme (reproduced below) which was thrown on a screen through an overhead projector.



The thick lines indicate communication from the central administration and the dotted lines represent channels of communi-ation from the branches to the central office. The branch officials have the responsibility of informing the members of communications received and communications sent to the central administration. While information about communications received from the centre should be taken to the school level by the school representatives these school representatives should transmit to branch officials the views and reactions of the organization's members in the school.

In other words channels of communication should extend from the top of the hierarchical structure of an organization right down to the organization's cell in each school and vice versa.

(b) Channels of Communication

Through a brainstorming session followed by general discussion the participants were able to list the various forms of communication. There was agreement on the following:

1. letters to the branches and replies to letters received from individual members
2. circulars to all branches and branch reactions
3. telegramme and telephone
4. a regular publication - *monthly, bimonthly, quarterly*
5. periodic visits by national leaders to the branches and visits by branch leaders to each other and to the central office
6. meetings of the Executive Committee bringing together representatives of the organization from the principal regions*
7. the General Meeting bringing together delegates from the branches who will communicate information about the meeting to their members*.

(c) Seven "Cs" of Communication

A brainstorming session led to the drawing up of a list of what the participants considered were the essential features of a good communication system. "Guided discussion" was resorted to to condense this list into what came to be called the "Seven Cs of Communication".

CONTEXT - The situation which makes any communication necessary should be one related to education and of concern to teachers and should be explained in the communication.

CONTENT - The subject matter should be of special interest to teachers.

CREDIBILITY- The "communicator(s)" and the recipient(s) should have confidence in each other.

CLARITY - The communication should be comprehensive yet concise and above all quite clear. It should not be one that could lead to different interpretations. (See below for an illustration which was used to emphasise this point)

* *These meetings should as far as possible be held in different regions of the country and not always in the capital.*

CONTINUITY and CONSISTENCY - There should be a steady flow of information from the centre to the branches and vice versa. Information that is contradictory or equivocal should be avoided at all costs.

CHANNELS - The channels or the form of communication will depend on the nature of the communication and on particular situations which call for communication. For example relevant information of a general nature can be conveyed to all members through the regular publication of the organization. Speedier means of communication may be necessary in cases of the likelihood of violations of teachers' rights etc. as members must be alerted without delay.

CAPABILITY OF RECIPIENT - The recipient should be a person or a group of persons who are capable of understanding the implications of the communication and taking appropriate action.

(d) Importance of clarity in Communication

The following picture was focussed on the screen and the participants were asked to describe what they saw. To some the illustration was a picture of "a young woman", to others it represented "an old hag". Only three participants were able to see that it depicted both. The different interpretations were used to make participants realise the importance of clarity and precision in all communication.

(e) An Exercise

The participants met in three Working Groups. One was expected to draft a letter to the Minister of Education asking for an appointment to discuss specific matters of concern to teachers. The second was assigned the task of preparing a letter to the Union drawing attention to victimisation of a few teachers for their political views and asking the Union to take appropriate action. The third was required to draft a letter to the principal newspaper in the country informing the public of shortcomings in proposed educational reforms.

The three letters were discussed and evaluated at a plenary session from the point of view of the seven "Cs" (see section (c) above).

One of the Working Groups suggested three more "Cs" stressing that communications should be *Comprehensive*, nevertheless *Concise* and above all *Candid*. The first two could be separated from "CLARITY" above and with the third could make up "Ten Cs of Communication".

(f) Report of and on the Workshop

The members of each national group undertook to submit a report of, and on the Workshop to the central administration of its organization and to urge that the salient points in the report be transmitted to the branches and ultimately to the school cells.

Item 7. - Collective Bargaining

A Simulation Exercise was conducted with four of the participants acting as a delegation of a teachers' organization and another four acting as a government group, consisting of the Minister of Education, two senior officials of the Education Department and a representative of the Ministry of Finance.

The teachers' organization had asked for this meeting to submit a claim for increased salaries and allowances in view of the high rate of inflation and the spiraling cost of living.

After the simulation exercise the other participants who upto then had been "spectators" were assisted by suitably framed questions to evaluate critically the effectiveness of the role played by the teachers' organization's delegation.

The Working Groups met afterwards and considered "Guide Lines" for Collective Bargaining. These, as summarized and

coordinated in a plenary session, were considered acceptable, with the proviso that in collective bargaining, in the countries in the region, due attention should be paid to the culture and traditions as well as to the political, social and economic realities of the country. The "Guide Lines" which were considered acceptable are listed below.

1. The need to take up a particular issue may be raised by the Executive Committee of the teachers' organization acting on its own, or at the request of a branch or branches of the organization. If the issue is raised in the first instance by the Executive Committee, or by some branches, it will be of value to canvass the views of the Executive Committees of all branches. This will enable the national Executive to claim that its position is supported by all the members of the organization. It can also provide a ground swell for the claims of the organization. This can be politically useful.

2. The national Executive Committee should appoint a competent delegation preferably representative of some of the major regions of the country. The representative character of the delegation can also be politically useful.

3. It is advisable to include in successive delegations at least one young and "inexperienced" member. This could provide young teachers (males as well as females) with practical training and useful experience in collective bargaining. Consideration should also be given to the inclusion of a woman teacher not only when matters of special concern to them are being taken up with the government.

4. Once the delegation has been chosen it should be given a very clear mandate and it would be useful to specify even the limits to which it could go to reach an acceptable compromise.

5. The delegation should give a high priority to studying, from every possible angle, the issue which it is mandated to take up with the government. For example it should

   (a) collect all relevant information and statistics that would support the position of the teachers' organization on the issue;

   (b) study arguments which may be used to oppose the position of the organization and discuss answers to refute these;

   (c) call on the Executive Committees of all branches of the organization for information. Study their responses carefully and see whether they can be used in the discussions with the Minister and his team;

   (d) conduct within the organization a simulation exercise as a "full dress rehearsal" with people who will

criticise and oppose the views which the delegation is planning to submit to the Minister and his team. This will give the delegation an opportunity to anticipate at least some of the contrary views which are likely to be put forward by the government team, and to be prepared to rebut them.

6. When the members of the delegation meet the Minister and his team they should be courteous and polite. Shouting and thumping the table are generally not of much value. Not only are these methods of confrontation contrary to Asian values but they can also, in the Asian context, be counter-productive. The impression must be created that the delegation has come to cooperate with the government in dealing with issues of concern to teachers but which, in the final analysis, are in the national interest.

7. While being courteous and polite the delegation must be firm, consistent and persistent.

8. It is not unusual in the collective bargaining process for employers, or those representing them, to attempt to sidetrack the issues raised by making extraneous statements and even subtly ridiculing the position taken by workers' delegations. The teachers' organization should be alert, should remain calm and should prevent the issue being diffused, by coming back to it over and over again.

9. Depending on how the discussions are proceeding it may be useful to remind the government team that a section of the members of the organization hold extreme views on the issue and that what the delegation is now submitting are the views of the moderates which all have accepted for the present.

10. At some point in the discussions the government team may propose a compromise solution. The delegation has to decide whether to accept this or bargain for something between the government's proposed compromise and the delegation's original demands. It will be useful for the teachers' organization's delegation to note that it came not to impose its views or position on the government but to <u>bargain</u>. This implies a policy of "give and take" and a readiness to accept a suitable compromise.

11. It will be useful if the leader of the teachers' organization's delegation does not dominate his or her delegation but also allows the other members to speak. On the other hand if the other members feel that they can make a point more effectively they should not hesitate to intervene or at least to pass a note to the leader.

12. It will be useful to note that on important or on controversial issues it is very unlikely that the government team

will give a response at the very first meeting. Hence the organization should not be discouraged if its delegation does not receive a positive reaction on the first occasion. The organization will have to come back to the issue on subsequent occasions preferably after successful efforts to secure public understanding, sympathy and support.

13. When the teachers' organization withdraws the impression left behind should be that it had come to settle, by discussion, a matter of serious concern to teachers and of great importance to education in general. The government would therefore have to give the whole issue its most sympathetic consideration. Otherwise there is going to be considerable disappointment and dissatisfaction among all ranks of the teaching profession, or at least among a large majority of them.

14. The possibility of industrial action of various sorts should not be raised on the first occasion. Only when successive efforts have failed and it is clear that the government is unreasonably obdurate should a passing reference be made to the possibility that teachers may be forced to resort to "other methods".

15. The final decision to resort to industrial action should be taken only after the most serious consideration of the consequences for all concerned, particularly of the children. It must be noted that confrontation is contrary to the cultural values or certain religions which dominate the Asian scene.

Item 8. - The value of affiliating with an International Teachers' Organization

The participants were informed two days earlier that they would be expected to outline reasons why a national teachers' movement should join an international teachers' organization and they were advised to enter into informal discussions on this question during their free time.

The consideration of this item was conducted in two stages.

A. The participants met in Working Groups to exchange ideas and to formulate reasons for a teachers' organization affiliating with an international organization of teachers.

B. The Working Groups reported to a plenary session at which the reasons put forward were discussed and synthesised into a single statement.

1. If teachers are to contribute to the development of education and the protection of the rights of teachers it is essential to have in each country a strong and viable teachers' organization. These organizations can benefit considerably by an exchange of ideas and experiences with other teachers' associations and unions on the organization, financing and functioning of teachers' movements. Such exchanges of ideas and experiences with other teachers' organizations are considerably facilitated by membership of a World Organization of Teachers. Moreover teachers' organizations in less developed countries can receive, as they have already received, moral and financial assistance in their development programmes from sister movements in other countries. The independence of teachers' organizations in less developed countries can generally be maintained if such assistance is chanelled through an international body.

2. The educational problems which countries are facing, and to the solution of which teachers' organizations should contribute can, in general, be dealt with more effectively if ideas and experiences, on similar problems, are exchanged with colleagues in other countries. While such an exchange of ideas and experiences can be conducted by correspondence and study visits it can be more effectively and more easily be carried out through membership of an International Teachers' Organization, provided that the promotion of education is included among the principal aims of such an international movement.

3. It has become the practice for governments to meet frequently to discuss educational issues. International Teachers' Organizations are more often than not invited to such meetings. Hence it is only through an international organization that the voice of teachers can be heard on the items listed in the agenda of the meetings. Apart from addressing these meetings international teachers' organizations can also lobby with government delegates and/or distribute documents to convey the views of their members.

4. It has been stated that "a violation of human rights anywhere is a danger to human rights everywhere". This applies also to the specific rights of teachers and other workers. While it is true that governments are more sensitive to national demands and pressures it is also a fact that in this "rapidly shrinking" world of today governments are becoming increasingly sensitive to international criticisms and pressures. Hence in cases of violations of teachers' rights by governments or other educational authorities teachers' organizations can seek the support of the world organization to which they are affiliated and, if necessary, the support of individual members of that world organization.

5. If teachers' organizations are to contribute to the recognition of human rights and fundamental freedoms, as stated in the Universal Declaration of Human Rights, and the two related International Covenants, there is an advantage in being a member of an International Teachers' Organization as they can cooperate with, and draw encouragement and strength from their sister organizations for the protection of these rights and freedoms.

6. Peace is said to be indivisible. Tensions and conflicts in even minor regions can affect harmonious relations among nations outside these regions. If education for international understanding, cooperation and peace is to be effectively carried out it is essential that teachers the world over strive "simultaneously" in their respective countries to promote such education. This requires regular stimulation and the development of a spirit of solidarity among the teachers of the world. This stimulation is best provided by an international teachers' organization and this spirit of solidarity can be developed only through membership of such a world body.

7. The secretariat of an international organization can act as a Resource Centre supplying the Members regularly with information on developments in education, on new thinking on the rights of teachers, on matters related to disarmament, peace and development, on progress made in the protection and defence of human rights, including of course the rights of women, on new fields of activity by the United Nations and its Related Agencies etc. Information on these matters does not generally reach teachers' organizations.

8. Only an International Teachers' Organization can secure the support of other international non-governmental organizations - not necessarily of teachers only - in relations with the different organs of the United Nations system.

9. In developing countries, especially in countries where there is a multiplicity of teachers' organizations, those organizations which can claim membership of a recognised international teachers' movement are generally able to exert a stronger influence on governments and other educational authorities than those which do not have such affiliation and are working in a purely national milieu unsupported by other organizations.

NOTE : At the end of this exercise attention was drawn to the fact that while membership of an international teachers' organization carried benefits for the members it also involved mutual responsibilities of which some organizations do not appear to be sufficiently aware.

Item 9. - WCOTP : What it is and what it does

With the aid of an overhead projector the attention of the participants was focussed on the principal aims of WCOTP and, in very general terms, on its organization and its activities. What follows is an elaboration of the points made taking into account the clarifications which were requested during the discussion which followed.

1. INTRODUCTION

This session began with a mention of the fact that there were four international teachers' organizations. These listed in alphabetical order were

- FISE which is the French acronmy for the International Federation of Teachers' Unions. It has its headquarters in Berlin in the German Democratic Republic.
- IFFTU which stands for the International Federation of Free Teachers' Unions. Its headquarters are in Amsterdam, Holland.
- WCOTP has its headquarters in Switzerland, a country which has for centuries maintained its neutrality.
- WCT which is the educational arm of the World Confederation of Labour which originally was the International Federation of Christian Trade Unions. Its head office is in Brussels, Belgium.

It was stressed that it is not intended to say anything more about the other three teacher internationals as this session was devoted exclusively to a study of WCOTP. It was also emphasised that there will not be, and there should not be at the official sessions of this Workshop, any criticism of, or unfavourable comments on these other organizations. It is WCOTP's policy to stand on its own merits and not on what appears to others to be the shortcomings of its sister internationals. WCOTP will never stoop low, not even to conquer.

2. AIMS

WCOTP aims at being an independent international teachers' organization striving to strengthen and develop teachers' organizations where they exist and to promote the establishment of such organizations in countries where they have not yet been set up. By its own activities and through the efforts of its 149 national affiliates in 95 countries WCOTP aims at encouraging closer relations and a strong spirit of solidarity among teachers the world over so that they can exert their influence for

- improving education and ensuring its extention to all

- promoting the professional competence of teachers, enhancing their status and defending their rights and interests
- advancing education for international understanding, cooperation and peace, as well as education for human rights and fundamental freedoms, on an equal basis, for men and women
- supporting international efforts for promoting "social progress and better standards of life"* for all peoples.

3. MEMBERSHIP

WCOTP has two categories of Members. These are:

(a) *Full Members*. Teachers' organizations which are national in character and are eligible for full membership. Organizations which represent exclusively primary or secondary school teachers may affiliate to WCOTP through the respective Constituent Federations of WCOTP - these are the International Federation of (Primary) Teachers' Associations (IFTA) and the International Federation of Secondary Teachers' Organizations (its French acronym is FIPESO). Organizations which represent more than one stage of education may affiliate directly to WCOTP, or may distribute their members between IFTA and FIPESO and affiliate to the Confederation.

(b) *Associate Members*. Teachers' organizations which are not eligible for Full Membership may apply for Associate Membership.

The strength of WCOTP on a whole depends largely on the strength of its Member Organizations which are the vibrant roots of the Confederation.

4. ORGANS OF WCOTP

The principal organs of WCOTP are the Assembly of Delegates, the Executive Committee and the Secretariat.

(a) *The Assembly of Delegates*

The Assembly of Delegates, which is the supreme organ of the Confederation, is composed of delegates appointed by full members. Associate members may designate observers. The functions of the Assembly, apart from the routine work characteristic of general meetings of most international organizations, is to decide on the programme and determine the budget of the Confederation for the next biennum, to consider educational issues of current interest and matters

* *Preamble to the Charter of the United Nations.*

relating to the service conditions of teachers, to adopt policy statements on behalf of its members and to elect the Executive Committee.

(b) *The Executive Committee*

The Executive Committee is composed of the President, two Vice-Presidents, the immediate Past President (for two periods after his or her term as President expires), one representative each of IFTA and FIPESO and nine elected members. Provisions in the Constitution ensure that there is at least one member of the Executive Committee from each of the five regions into which WCOTP has grouped the countries in which it has full members. These groupings are North America and the Caribbean, Latin America, Europe, Africa, and Asia and the South Pacific.

The principal functions of the Executive Committee are to direct the affairs and activities of the Confederation between Assemblies of Delegates, to prepare the agenda for these Assemblies and to submit to each Assembly a financial report as well as a report of its activities.

(c) *The Secretariat*

The Secretariat is headed by a Secretary General who is appointed by the Executive Committee and is responsible to it. The senior staff of the Secretariat is appointed by the Executive Committee on the recommendation of the Secretary General who has the authority to appoint other members of the staff and determine their conditons of service, responsibilities and duties in accordance with authority delegated by the Executive Committee.

5. FINANCES

The regular source of income of WCOTP are the annual dues paid by the Member Organizations. If in a country the basic annual salary of a qualified teacher in a public primary school is equivalent to Sw.Fr. 8,000 or more then a full member in that country has to pay to WCOTP 80 Sw. centimes per member. This is equal at the present rate of exchange* to 30 US cents per member. If the salary of the type of teacher referred to earlier is less than the equivalent of Sw.Fr. 8,000 the organization's dues are calculated as follows

$$\frac{\text{basic annual starting salary}}{10{,}000} \times \text{the number of members}$$

* *November 1984*

If for example a qualified primary school teacher in a particular country receives at the commencement of his or her career a basic salary of say Indian Rs. 3,600 the dues of the organization in that country will be 0.36 Indian naie paise (cents) per member. This is equivalent to about 0.06 US cents per member. It will be agreed that this is a very equitable method of assessing a Member Organization's dues to the Confederation.

Other sources of income are subventions and grants from Unesco and donations made by WCOTP's Member Organizations in Canada, Denmark, Sweden, Norway and Finland. It must be noted that the Swedish Council for International Trade Union Cooperation (LO/TCO) channels funds for specific WCOTP programmes through two of WCOTP's affiliates in its country. Teachers' organizations in this region will be happy to learn that WCOTP's Members in Australia and New Zealand are also developing their overseas assistance programmes. It is hoped that other affluent organizations in this region will not take too long to join the "club" of donors. Affluent members of a recognized international teachers' organization should realise that they have a moral obligation to assist their less fortunate sister movements.

In concluding this section on finances it is important to note that WCOTP will not accept any assistance - financial or in kind - from any government. It is also very cautious about accepting funds from Foundations. The Confederation is determined, at all costs, to maintain its independence which it considers essential if it is to strive, without fear or favour, for the realisation of its aims and objectives. In fact WCOTP will not touch, even with a very long barge pole, any persons or organizations that try to call the tune on the ground that they pay the piper.

6. ACTIVITIES

The principal programme of WCOTP is the Assembly of Delegates. Between Assemblies there are Regional and Sub-regional Conferences, Courses in Teacher Organization Development, National Seminars and Workshops. A glance at the theme studies of some of the Assemblies of Delegates held since WCOTP's inception in 1952 will reveal the attention the Confederation pays to current educational issues, to education for peace and for human rights and to matters related to the rights and responsibilities of teachers.

(a) General Educational Issues

- Parent-Teacher Cooperation (Oxford: 1953)
- The Teacher and the Well-Being of Society (Manila: 1956)
- Education in a Technical Age (Stockholm: 1962)
- Pressures for Educational Change (Singapore: 1976)
- Teacher Education: a continuing process (Montreux: 1982)

(b) Education for Peace and Human Rights

- Mutual Appreciation of Eastern and Western Cultural Values (Washington: 1959)
- Increasing International Understanding through Teaching about the United Nations (Paris: 1964)
- Education and Human Rights (Dublin: 1968)
- Education for Peace (Nairobi: 1973)
- Education for a Global Community (Washington: 1976)

(c) Education for the Rights and Responsibilities of Teachers and their Organizations

- Status of the Teaching Profession (Istanbul: 1955)
- Conditions of Work for Quality Teaching (Rio de Janeiro: 1963)
- The Role of Teachers' Organizations in Educational Planning (Seoul: 1966)
- The Qualities of a Teacher (Sydney: 1970)
- Teachers and the Political Process (Berlin: 1975).

This list of selected themes does not present a complete picture of the programmes of the Assembly of Delegates. At many of these Assemblies, in addition to the theme studies, surveys have been made of the extent to which the Unesco/ILO Recommendation concerning the Status of Teachers has been implemented and resolutions have been adopted on such international issues as Disarmament, the Banning of Nuclear Weapons, the Rights of Women in Education, the Elimination of Apartheid, the Concerns of Youth, the Establishment of a Just International Economic and Social Order etc.

The Regional and Sub-regional Conferences have followed more or less a similar pattern with the difference that the themes chosen and the consideration of them are related more directly to conditions in the participating countries. National programmes have of course been still more specific and have dealt exclusively with national issues.

Teacher Organization Development programmes and Junior Leadership Training programmes have been held on a sub-regional as well as on a national basis. These programmes in Asia have been very generously financed by CTF, LO/TCO, SL, SFL and DLF*. In fact during the last eight years a development programme has been held for every organization in this region.(*Vide page 56)

All these meetings ranging from national programmes to the Assembly of Delegates are, among other things, "market places" for an exchange of ideas and experiences which no doubt have their value. In addition to this the international meetings such as the Assembly of Delegates, Regional and Sub-regional Conferences provide opportunities for teachers from countries with

varied traditions and cultures, having different political systems and in various stages of economic and social development to establish close relations among themselves, develop a sense of solidarity and assist sister movements in countries where the rights of teachers or their organizations are threatened or even violated.

7. DEFENCE OF TEACHERS' RIGHTS

Any list of the activities of WCOTP will not be complete without a special reference to its role as a defender of the rights of teachers. To begin with WCOTP played a major role in the preparation and formulation of the Unesco/ILO Recommendation concerning the Status of Teachers which was adopted in 1966. Since then seminars and workshops have been, and are still being conducted to make teachers aware of their rights and to provide them with opportunities for a consideration of ways and means which can be adopted, in different situations, to secure these rights and protect them. WCOTP has also cooperated with the Unesco/ILO Special Committee in its task of monitoring the extent to which the Recommendation is being implemented. Finally at the request of its Member Organizations WCOTP has always intervened to defend the rights of teachers and of their Associations or Unions. The Confederation's intervention generally begins with a protest from the Secretary General to the government concerned. If necessary, this is followed by an appeal to all WCOTP members to "flood" the particular government with letters or cables of protest at the violation of the rights of its teachers*. Sometimes a senior official of WCOTP and/or the Secretary General takes up the issue with the closest embassy of the country or visits the country to take up the matter directly with the government. If all these efforts fail to move the authorities concerned WCOTP will file a complaint with the International Labour Office which then deals with the complaint following procedures outlined in the pamphlet which has been distributed to you**. Over the 32 years of its existence WCOTP has intervened in cases of the violations of teachers' rights in many countries, stretching from Chile, Argentina, Peru, the USA and Canada in the "West" across the Caribbean, Africa and Europe to Asia and the Far East, including Japan, Australia and islands in the South Pacific. The question may be asked whether these approaches have been successful. In a majority of cases the answer is "Yes". Governments are becoming more and more sensitive to international criticism, condemnation and pressures. Of course

* *It was pointed out that more organizations in the Asian and South Pacific region could contribute to this "flood". They have a moral obligation to do so.*

** *Principal ILO Conventions and Trade Unions.*

there are still governments which are obdurate and which shamelessly flout world public opinion. A good example is the Republic of South Africa's adherence to the policy of apartheid in spite of strong, severe and sustained criticism from the entire international community. The fight for the rights of teachers like the campaign for human rights will have to be carried out incessantly and fearlessly. This WCOTP has done and will continue to do with all the resources it can muster.

8. INTERNATIONAL RELATIONS

WCOTP's international relations can broadly be classified as "Relations with other International Teachers' Organizations, Relations with relevant members of the UN System and Relations with various International Non-Governmental Organizations other than teacher internationals".

Whatever the character of the other three teacher internationals, WCOTP has always been ready to cooperate with them in matters of common concern on the ground that, though separate, they are organizations of teachers and that behind these teachers are millions of children. As a matter of fact WCOTP has, more often than not, taken the initiative in matters that may require joint or parallel action.

In its efforts to promote education for international cooperation, peace, human rights and social progress WCOTP has worked not only on its own but also in cooperation with members of the UN System which, taken collectively, constitute the organized international community. Naturally WCOTP has maintained very close relations with Unesco and with the International Labour Office: with Unesco in view of its declared aim to "build the defences of peace in the minds of men" through education, science and culture; with ILO as its overall objective is to protect the rights of workers and improve their conditions of service. In view of its special relations with these two organizations WCOTP has not only striven on behalf of its Members to cooperate in the promotion of their programmes but also by statements made at their General Conferences and other meetings has contributed to the thinking on matters that are within the Confederation's competence. WCOTP has also made efforts to promote education for such special United Nations programmes as those related to Human Rights, the Elimination of all Forms of Discrimination against Women, the promotion of the rights of the child, the abolition of apartheid and all other forms of racial discrimination, the special concerns of young people, the establishment of a just international economic and social order etc.

CONCLUSION

In the previous exercise the Study Groups, first working individually and then collectively in plenary session, were able to identify nine reasons why a national teachers' movement should affiliate with a recognized international teachers' organization. If the reasons which you collectively formulated are considered as criteria for judging the value of an international teachers' organization, you will find from this address which you have just heard that WCOTP measures up very well to the requirements which you have, in a sense, laid down.

NOTE: These nine exercises were conducted by the two WCOTP Representatives and the two Resource Persons. Included in the report of each particular exercise are views expressed and comments made by the participants.

* On page 53 (paragraph 5) are mentioned the acronyms of organizations which have financed WCOTP programmes in the Asian and South Pacific region. The full names of these organizations are given below.

CTF	- Canadian Teachers' Federation
LO/TCO	- Swedish Council for International Trade Union Cooperation
SL	- Sveriges Lärarförbund
SFL	- Svenska Facklärarförbundet
DLF	- Danmarks Laererforening

ANNEX I

CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN

I. INTRODUCTION

A. DECADE FOR WOMEN'S RIGHTS

In 1975 the United Nations held in Mexico a World Conference on the Rights of Women. This was followed by a number of Conferences, Seminars, Workshops etc. on the same subject sponsored by various Non-Governmental Organizations. A major step towards the attainment of the goal of equal rights for women was taken on 18 December 1979 when the United Nations General Assembly adopted the "Convention on the Elimination of All Forms of Discrimination against Women". This Convention is quite comprehensive and actually reflects the extent to which women are discriminated against, solely on the basis of their sex, in matters political, economic, social, cultural and civil.

The questionnaire which follows is designed to focus the attention of men as well as women on the various restrictions practised against women solely on the basis of their sex and to stimulate them to consider and carry out remedial measures.

B. DEFINITION OF "DISCRIMINATION AGAINST WOMEN"

For the purposes of this Convention the term "discrimination against women" shall mean any law, custom or practise which discriminates against women on the basis of sex and thus hinders women enjoying or exercising the same rights and freedoms as men in the political, economic, social, cultural, civil or any other field.

II. THE CONVENTION

C. LAWS AND LEGAL MACHINERY

1. Does the Constitution of your country declare in any Article that men and women are entitled to, and should enjoy, equal rights? YES/NO

2. Are there any other laws in your country, at any level, which prohibit discrimination against women? YES/NO

3. On the other hand are there laws which discriminate against women? YES/NO

4. Is discrimination against women practised in any way by the Government? YES/TO SOME EXTENT/NO

5. Do you think that everything possible is being done by the Government to eliminate discrimination against women? YES/TO SOME EXTENT/NO

6. Are there laws which aim at preventing the sexual harassment of women? YES/NO

7. Are there law courts or other competent tribunals for the effective protection of women against any act of discrimination? YES/NO

D. POLITICAL AND PUBLIC LIFE

1. According to the laws of your country do women have the right, on equal terms with men,

   (a) to vote at elections to the Central Legislature (Parliament)? YES/NO

   (b) to be candidates for such elections? YES/NO

   (c) to hold office in the national Cabinet and to participate in the formulation of national policy? YES/NO

   (d) to participate in the implementation of such policies? YES/NO

   (e) to hold office at all levels of the national Government service? YES/NO

   (f) to participate freely in national political activities? YES/NO

2. According to the laws of your country relating to local bodies do women have the right, on equal terms with men,

   (a) to vote at all local elections? YES/NO

   (b) to be candidates for election to local councils? YES/NO

   (c) to hold office in local government executives and to participate in the formulation of local policies? YES/NO

   (d) to participate in the carrying out of these policies? YES/NO

   (e) to hold office at all levels of the local government service? YES/NO

3. According to the laws of your country do women have the right, on equal terms with men,

   (a) to participate in local political organizations? YES/NO

   (b) to take part in the activities of trade unions? YES/NO

   (c) to participate in other non-governmental organizations? YES/NO

4. Have women the right to represent their local governments at national level and to participate, on equal terms with men, in the work of various national bodies? YES/NO

5. Do women have the right to represent their country at international meetings and conferences? YES/NO

E. NATIONALITY

1. Do the laws of your country grant women equal rights with men to change or retain their respective nationalities? YES/NO

2. Do the laws of your country ensure that neither marriage, nor change of nationality by the husband, shall autotomatically change the nationality of the wife? YES/NO

3. Do the laws of your country grant women equal rights with men regarding the nationality of their children? YES/NO

F. EDUCATION

1. Do the laws of your country grant women equal rights with men in the field of education? YES/NO

2. Do males and females have equal access to education at the following levels in urban and rural areas:

	Urban	Rural
(a) pre-school?	YES/NO	YES/NO
(b) primary school?	YES/NO	YES/NO
(c) secondary school?	YES/NO	YES/NO
(d) vocational education?	YES/NO	YES/NO
(e) university?	YES/NO	YES/NO
(f) higher technical education?	YES/NO	YES/NO

3. Do male and female students have equal access also to the following:

   (a) same curricula? YES/NO
   (b) same examinations? YES/NO
   (c) same quality of teaching staff? YES/NO
   (d) same standard of school? YES/NO
   (e) same cultural activities? YES/NO
   (f) same forms of sport and recreation? YES/NO

4. Is co-education encouraged at the following levels:

   (a) pre-school? YES/NO
   (b) primary school? YES/NO
   (c) secondary school? YES/NO
   (d) vocational education? YES/NO
   (e) university? YES/NO
   (f) higher technical education? YES/NO

5. Have males and females the same opportunities to benefit from scholarships and other study grants? YES/NO

6. Have males and females equal access to the following programmes?

   (a) literacy programmes? YES/NO
   (b) continuing education? YES/NO

7. Is equal attention paid to the reduction of male and female student drop-out rates and to the organization of programmes for those who have left school prematurely? YES/NO

G. EMPLOYMENT

1. Have men and women the same employment opportunities? YES/NO

2. Are the same criteria applied for men as well as for women in the following:

   (a) in selection for employment? YES/NO
   (b) in selection for promotion? YES/NO

3. Do men and women enjoy equal rights to the following in various fields of employment:

   (a) job security? YES/NO
   (b) conditions of service? YES/NO
   (c) opportunities for further training? YES/NO

4. Do men and women enjoy equal rights to the following kinds of social security:

   (a) old age pensions? YES/NO
   (b) unemployment insurance? YES/NO
   (c) medical treatment? YES/NO
   (d) invalidity benefits? YES/NO
   (e) family benefits? YES/NO

5. Are men and women in employment entitled to the same amount of paid leave per year? YES/NO

6. Is there, in practice, any discrimination against the employment of women on the grounds of

   (a) marriage? YES/NO
   (b) maternity? YES/NO

7. Do your country's laws prohibit dismissal of women from employment on the grounds of

   (a) marriage? YES/NO
   (b) maternity? YES/NO

8. Do your country's laws ensure maternity leave

   (a) with pay? YES/NO
   (b) without loss of employment? YES/NO
   (c) without loss of seniority? YES/NO

9. Are child-care facilities provided to enable parents to carry out their work responsibilities together with their family obligations? YES/NO

10. Is special protection provided for women during pregnancy if they are employed in types of work considered dangerous to their health? YES/NO

H. HEALTH

1. Are the same health-care services, including those related to family planning, provided for women as well as for men? YES/NO

2. Are appropriate health services provided for women in connection with

   (a) pregnancy? YES/NO
   (b) confinement? YES/NO
   (c) post-natal treatment? YES/NO

I. CIVIL RIGHTS

1. Have women the right, on a basis of equality with men

   (a) to conclude contracts? YES/NO
   (b) administer property? YES/NO

2. Does the law of your country treat women, on an equal basis with men, in all procedures before the law courts and other tribunals? YES/NO

3. Does the law of your country accord to women the same rights as accorded to men in regard to the movement of persons in the country? YES/NO

4. Does the law of your country accord to women the same freedom as men enjoy to travel abroad and to return to the country? YES/NO

5. Does the law of your country accord to women the same freedom as men enjoy to choose their residence and domicile? YES/NO

6. Does the law of your country regard as null and void any contract and/or private arrangement which restricts the civil rights of women as referred to in the previous paragraphs? YES/NO

J. MARRIAGE

1. Do women have the same right as men to freely choose a spouse and enter into marriage with their free and full consent? YES/NO

2. Do women have the same rights as men in matters relating to the dissolution of marriage? YES/NO

3. Are husbands and wives considered to have the same rights and responsibilities in matters relating to their children? YES/NO

4. Do women have the same rights as men to decide freely and responsibly the number and spacing of their children? YES/NO

5. Do women have equal access to information and education regarding the rights mentioned in paragraph 4 above? YES/NO

6. Do wives have equal rights with their husbands in such matters as chosing

   (a) a family name? YES/NO
   (b) an occupation? YES/NO

7. Do wives and husbands have the same rights in respect of ownership, management, enjoyment and disposition of property? YES/NO

8. Do the laws of your country prohibit child marriage by

   (a) specifying a minimum age for marriage? YES/NO
   (b) making registration of marriages in an official registry compulsory? YES/NO

K. OTHER ECONOMIC AND SOCIAL RIGHTS

Do women as well as men enjoy the same rights with regard to

(a) bank loans, mortgages and other forms of family credit? YES/NO
(b) all aspects of cultural life? YES/NO
(c) recreational activities and sports? YES/NO

L. PROBLEMS OF RURAL WOMEN

1. Do you consider that the rights of women, as implied in the questions listed under sections C to K above, are applicable to women in rural areas as well as those in urban areas? YES/NO

2. Do you consider that special measures should be taken by governments to ensure that women in rural areas have the right, on the basis of equality with men,

   (a) to participate in relevant development-planning at all levels? YES/NO

   (b) to implement relevant development plans? YES/NO

   (c) to have access to

      (i) adequate health-care facilities? YES/NO
      (ii) information, counseling and family planning services? YES/NO

   (d) to benefit directly from social security programmes? YES/NO

   (e) to relevant programmes to improve their technical proficiency? YES/NO

   (f) to participate in all community activities? YES/NO

(g) to have access to agricultural credit and loans? YES/NO

(h) to have equal treatment in any scheme for land and agrarian reform? YES/NO

(i) to have equal treatment in land settlement schemes? YES/NO

(j) to enjoy adequate living conditions particularly in relation to

(i)	housing?	YES/NO
(ii)	sanitation?	YES/NO
(iii)	water supply?	YES/NO
(iv)	transport?	YES/NO
(v)	communications?	YES/NO

M. RATIFICATION OF THE CONVENTION

1. Has the Government of your country ratified this Convention - namely the UN Convention on the Elimination of all Forms of Discrimination against Women? YES/NO

2. Are voluntary organizations in your country carrying out effective measures designed to ensure the ratification of this Convention? YES/NO

3. If the Government of your country has ratified the Convention has a National Committee or any other machinery been established to monitor the implementation of the Convention? YES/NO

4. If the Government has not established effective machinery to monitor the implementation of this Convention have interested voluntary organizations in your country assumed this responsibility? YES/NO

III. PROMOTING IMPLEMENTATION OF THE CONVENTION

N. ARE LAWS AND RATIFICATION ENOUGH?

Do you think that the ratification of the Convention and the adoption of relevant laws by a Government will of themselves lead to the enjoyment by women of equal rights with men, in all fields, political, economic, social, civil etc? YES/NO

O. BARRIERS AND OBSTACLES

In many countries in the world there are said to be various

barriers and obstacles to women enjoying equal rights with men in all fields of human activity. Some of the obstacles generally mentioned are outlined below.

Delete those which you consider not applicable to your country and use the lines provided below to list any other obstacles which are relevant to the situation in your country.

(a) The negative attitude of many men to women's claim for equal rights
(b) The apathy of some sections of women to the whole issue of equal rights
(c) The acceptance by some sections of women that they are not entitled to the same rights as men
(d) A system of education that perpetuates the idea that men and women have distinctly different roles to play at home and in society
(e) Newspapers, radio and television programmes which also help to perpetuate the idea referred to in (d) above
(f) Films and dramas which portray women as holding a position in the home and society inferior to men
(g) Customs and traditions from which even educated men and women are not ready to deviate
(h) Religious taboos which limit the freedom of women.

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NOTE - Consider ways and means of overcoming these obstacles and barriers.

P. ROLE OF VOLUNTARY ORGANIZATIONS

It is recognised that voluntary organizations have a very important role to play in promoting the elimination of all forms of discrimination against women. The following are some of the methods recommended for these organizations.

Delete those which you consider unsuitable to your country and use the lines provided at the end to add any other methods you consider feasible.

Voluntary organizations should:

(a) set an example by adhering to the principle of equal rights for men and women in the election of their

officers, including the members of their Executive Committees

(b) give women members an equal share in decision making and in carrying out the organizations' programmes.

(c) nominate women as well as men to represent organizations at various state, national and international meetings

(d) establish a Committee of men and women whose task would be to ensure that women are in no way discriminated against in the programmes and activities of their organizations

(e) organize local and national campaigns to promote, among men and women, a recognition of the principle of equal rights for all human beings, irrespective of sex

(f) draw attention to areas in which women are discriminated against in society and propose to carry out programmes designed to eliminate such discrimination

(g) secure the support of the newspapers, radio and television in the campaign to eliminate all forms of discrimination against women

(h) persuade the national and local education authorities to ensure equality in education for children and adults, irrespective of sex

(i) urge the national and local governments to establish tribunals at the central and local levels to which women can appeal in case they feel that they are being discriminated in any way, in any particular field

(j) persuade Universities, Teachers' Colleges and Ministries of Education to include studies on human rights and to ensure that such studies are conducted on the basis that the human rights stated in various international instruments are applicable equally to women as to men.

(k) . . . . . .

(l) . . . . . .

(m) . . . . . .

(n) . . . . . .

IV. ROLE OF TEACHERS' ORGANIZATIONS AND TEACHERS

Q. ORGANIZATIONAL LEVEL

1. Does the Constitution of your teachers' organization state in specific terms that women are eligible for election, on an equal basis with men, to the following offices:

(a) President YES/NO
(b) Vice-President YES/NO
(c) Secretary General YES/NO
(d) Deputy Secretary General YES/NO
(e) Treasurer YES/NO
(f) Deputy Treasurer YES/NO
(g) Committee Member YES/NO

2. Even though the Constitution of your teachers' organization may not state specifically that women are eligible for election, on an equal basis with men, to the posts mentioned in question 1, have women been elected to any of the offices mentioned in (a) to (g) in the last three years? YES/NO

3. If YES, indicate by marking a cross (X) in the space provided which offices have been held by women in the last three years

(a) President
(b) Vice-President
(c) Secretary General
(d) Deputy Secretary General
(e) Treasurer
(f) Deputy Treasurer

4. How many members are there in the Executive Committee of your teachers' organization? . . . . .

5. Are there at present any women in the Executive Committee of your teachers' organization? YES/NO
If YES, please give the number . . . . .

6. On how many occasions in the last three years has your organization been represented at international meetings by women members? . . . . .

7. Has your teachers' organization carried out programmes designed to promote among men and women, in general and not only in teachers' organizations, an awareness that women are entitled to the same rights as men? YES/NO

8. If the answer is YES, please list some of these programmes

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. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

R. SCHOOL LEVEL

1. Are all schools in your country expected to have an equal opportunities policy? YES/NO

2. Have you as a teacher used the opportunities which you have in the course of your work, in the classroom and in extra-curricula programmes, to make boys and girls aware that females are entitled to the same rights as males? YES/NO

3. A number of subjects are listed below. Please mark with an (X) in the space provided those subjects in which there are opportunities to promote among students an awareness that males and females are entitled to equal rights

   (a) the reading lesson ☐
   (b) the language lesson ☐
   (c) history ☐
   (d) geography ☐
   (e) social studies or civics ☐
   (f) arithmetic ☐
   (g) general knowledge ☐
   (h) domestic science ☐
   (i) religion ☐

4. In co-educational schools do teachers make sure that boys and girls participate, on the basis of equality, in recreation and sports activities? YES/NO

5. In the appointment of student representatives or prefects in co-educational schools are the same opportunities given to girls as to boys? YES/NO

This space is for any other comments you may wish to make on this question of the Elimination of all Forms of Discrimination against Women.

ANNEX II

LIST OF PARTICIPANTS

INDIA

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Bihar Rajya Prathamik Shikshak Sangh, Exhibition Road, Patna-1, Bihar

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Ms. Mami Tumbelaka	JL Melong Kidul No. 28, Blk Bandung

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